DOCUMENT RESUME

ED 065 076 HE 003 236

AUTHOR	Howe, Florence, Ed.; Ahlum, Carol, Ed.
TITLE	Female Studies; No. 3.
INSTITUTION	KNOW, Inc., Pittsburgh, Pa.
PUB DATE	Dec 71
NOTE	191p.; Prepared for the Commission on the Status of Women of the Modern Language Association
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Educational Opportunities; Females; *Feminism; *Higher Education; Sex Discrimination; *Womens Education; *Womens Studies; Women Teachers

ABSTRACT

This document on women's studies is organized into 3 major parts. The first section offers a listing of women's studies courses presently being offered in colleges and universities throughout the U. S. The second part presents a carefully selected group of course outlines and bibliographies that would be of interest to those interested in forming women's studies programs at their own institutions. The third and final part presents brief accounts of 17 women's studies programs currently offered. This last section is meant to serve the needs of students searching for a place to study, faculty interested in places to teach, and students and faculty organizing programs of their own. (HS)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FEMALE STUDIES III

Prepared for the

Commission on the Status of Women

of the Modern Language Association

Editors: Florence Howe
and
Carol Ahlum

December 1971

HE003 236

KNOW, INC.
P.O. Box 10197
Pittsburgh, Pa. 15232

Production Staff:

Carol Ahlum
Antoinette Cerutti
Claudia Gary
Florence Howe
Paul Lauter
Ida McDaniel
Isabel McKeever
Linda Molotch

the MLA Commission on Women:

Sidonie Cassirer, Mt. Holyoke College
Mary Anne Ferguson, University of Massachusetts
Elaine Hedges, Towson State College
Nancy Hoffman, Portland State University
Florence Howe, SUNY/College at Old Westbury
Carol Ohmann, Chairman Wesleyan University
Elaine Reuben, University of Wisconsin
Elaine Showalter, Douglass College

CONTENTS

	Page
ACKNOWLEDGMENTS	i
INTRODUCTION	ii
I THE NEW GUIDE TO CURRENT FEMALE STUDIES	1
II SELECTED COURSES: PROFESSIONAL/VOCATIONAL	
Education	
1. Woman in Education Susan BEREAUD, Cornell University	31
2. Sex Differences in Language & Motivation Jean GRAMBS, University of Maryland/College Park	33
3. Education and the Status of Women Joan ROBERTS, Rose SCHAPPEK, Linda ROBERSON, University of Wisconsin/Madison	34
4. Sex-Stereotyping for Teachers Alice SARGENT, University of Massachusetts/Amherst	37
5. Educational and Vocational Implications of Bio-Social Sex Differences Esther WESTERVELT, Teachers College/Columbia University	38
Home Economics	
6. Social Roles of Women in America Sheila TOBIAS and Ella KUSNETZ, Stout State University	40
Law	
7. Women's Social Status and the Law Riane EISLER, University of California/Los Angeles	42
8. Women and the Law Gail FALK and Ann HILL, Yale University	46
Nursing	
9. Femininity: Roles & Conflicts C. BOOTH, M. KEENAN, R. WONG, Russell Sage College	55
Social Work	
10. New Perspectives on Women and Social Casework Mary SCHWARTZ, State University of New York/Buffalo	57
Theology	
11. The Women's Revolution and Theological Development Mary DALY, Boston College	61
12. Sexuality and the Sacred Anne DRIVER and Thayer GREENE, New York University	62
City Planning	
13. The Role of Women in Society Rona ZEVIN, University of Pennsylvania	64

III SELECTED COURSES: LIBERAL ARTS

Economics

		Page
14.	The Role of Women in Economic Life Cynthia B. LLOYD, Barnard College	65
15.	The Economics of Race, Sex and Age Discrimination Tanya ROBERTS, University of Washington	68

History

16.	Women in the Middle Ages Peggy GOLD, Stanford University	72
17.	History of European Women - 17th-20th Centuries S. JOHANSSEN and K. CASEY, University of California/Berkeley	74
18.	Readings in Oriental Studies: The Relative Roles of Male and Female Barbara Stoler MILLER and John MESKILL, Barnard College	76
19.	Women: A History R. REITMAN KOGEL, St. Peter's College	79
20.	Women in the Late Roman Empire and the Middle Ages Suzanne F. WEMPLE, Barnard College	80
21.	Role of Women in Modern History Rebecca WELLS, Mississippi State College for Women	82

Literature

22.	The Rediscovery of American Women Writers Priscilla ALLEN, Indiana University	83
23.	Women in Literature Margaret ANDERSON, Loyola College	84
24.	The Heroine in Western Literature Patricia DEDUCK, Indiana University	85
25.	Modern Women in Literature Leo N. FLANAGAN, Wheaton College	86
26.	Literary Reflections of Woman Barbara GATES, University of Delaware	87
27.	Images of Women in English and American Literature Nan MAGLIN, CUNY/Manhattan Community College	88
28.	L'Image de la femme et du féminin dans la littérature francaise Elaine MARKS, University of Massachusetts/Amherst	89
29.	The Woman in American Culture Doris NELSON and Jack STUART, California State College/Long Beach	91
30.	Twentieth Century British and American Literature-Integrating the Survey Annis PRATT, University of Wisconsin/Madison	92

Page

31. Female Authors and Feminist Criticism (Graduate Seminar)
Elaine REUBEN, University of Wisconsin/Madison 93

32. 'Woman's Place' in Literature
Dianne SADOFF, Antioch College 95

33. Feminist Writing Seminar
Marilyn SALZMAN-WEBB, Goddard College 96

34. Images of Women in Modern Literature
Judith TAYLOR, St. Joseph's College 98

35. French 20X
Sylvie WEIL-SAYRE, Barnard College 99

Political Science

36. Comparative Politics of Male-Female Relations and Modernization
Kay BOALS, Princeton University 100

37. Patriarchal Politics
Lynne IGLITZIN, Ann JOHNSON, University of Washington/Seattle 103

38. The Female Domain of Politics
Audrey S. WELLS, Pittsburgh Association for the Advancement of Women 105

39. Women in Politics
Isabel WELSH, University of California/Berkeley 106

Psychology

40. Psychology of Women
Martha S. MEDNICK, Catholic University of America 109

41. Understanding the Female Personality
Lynn M. OSEN, University of California Extension/Irvine 112

Sociology and Anthropology

42. Reading List for Study Group on the Family
Liz BUTTERS, Jenny KRAUSS, Vivian ROTHSTEIN, Liberation School for Women/Chicago 113

43. Sociology of the Female Labor Force
Jennie FARLEY, Cornell University 117

44. Sociology of the Women's Movement
Naome GILBERT, Merritt College 119

45. Women in Cross-Cultural Perspective
Peggy GOLDE, Jane COLLIER, Janet FJELLMAN, Julia HOWELL, Kim KRAMER, Ellen LEWIN, Michelle ROSALDO, Stanford University 122

46. Modernization and the Role of Women
Arlie HOCHSCHILD, University of California/Santa Cruz 124

47. Comparative Social Institutions: The Family
S. KOHL, Webster College 126

48. Women in Culture
Lucille KUEHN, University of California/Irvine 127

Inter-Disciplinary

		Page
49.	Women in America: Autobiographies, Diaries, Letters Annette BAXTER, Barnard College	130
50.	The Many Faces of Eve: Images of Women in 20th Century American Writing, Fact and Fiction Warner BERTHOFF, Jeannette Bailey CHEEK, John J. O'CONNELL, Jr. Radcliffe College	131
51.	Roman Women: Fictional and Historical Maureen B. FLORY, Mount Holyoke College	133
52.	Through the Eyes of Women: Contemporary Perspectives on Society, 1972-- Jenny KNAUSS, Mundelein College	135
53.	History 192 and Psychology 198 Adele SIMMONS and Zella LURIA, Tufts University	136

IV SELECTED COURSES: HIGH SCHOOL

54.	Notes on Women and Society June SLAVIN, Newton High School, Newton, Massachusetts	138

V WOMEN'S STUDIES PROGRAMS

1.	Barnard College	140
2.	State University of New York at Buffalo	142
3.	Cambridge-Goddard Graduate School for Social Change	147
4.	Chicago Liberation School for Women	149
5.	Cornell University	151
6.	Douglass College	153
7.	Five Colleges: Amherst, Hampshire, Mt. Holyoke, University of Massachusetts, Smith	154
8.	Goddard College	156
9.	Laney College	158
10.	University of Pittsburgh	160
11.	Portland State University	164
12.	City University of New York/Richmond College	168
13.	Sacramento State College	171
14.	San Diego State College	174
15.	San Francisco State College	176
16.	Towson State College	178
17.	University of Washington	179

ACKNOWLEDGMENTS

For the past eighteen months, the Modern Language Association's Commission on the Status of Women has functioned as a clearinghouse for information on new curricular developments in feminist studies. In December, 1970, the Commission published the first "Guide to Current Female Studies," a list of 110 courses, and Female Studies II, a collection of 66 syllabi and bibliographies. This volume replaces the "Guide" with a "New Guide" and includes additional curricular materials, as well as new information about Programs.

Female Studies III could not have been published without the Modern Language Association's continued support of the Commission on the Status of Women; nor without the cooperation of KNOW, Inc., a women's press, responsible (jointly with Sheila Tobias) for the idea of the series.

We owe special thanks also to the Women's History Research Center, Inc. (2325 Oak Street, Berkeley, California 94708) for their assistance in providing us with information about women's studies especially on the west coast. The Women's History Research Center welcomes inquiries about its publications and services. The Center needs contributions (tax-deductible) so that its important work may continue.

We wish to acknowledge also the assistance of research grant number RO-5085-72-54 from the National Endowment for the Humanities; and the State University of New York/The College at Old Westbury for an office and accompanying services.

Like its predecessors, Female Studies III could not have happened without massive cooperation from more than six hundred people who have used our services as a clearinghouse on women's studies. We will continue to function as a clearinghouse, at least for the purpose of publishing additions or corrections to the New Guide (pp. 1-30). We welcome your comments and advice. We thank you for your generosity.

INTRODUCTION

When Female Studies II was being put together in November, 1970, we had on hand 66 course outlines and bibliographies and several brief essays. We simply printed all the material we had, editing slightly to avoid repetition. At the time, we knew of approximately 50 other courses, 17 of which had already appeared in Female Studies I. One year later, as we began to work on Female Studies III, we had information about more than 600 courses and had received outlines and bibliographies for more than 300 of them. Obviously, the women's movement had spread onto campuses beyond even our optimistic expectations.

Given a similar format and production plan, we could not possibly print all the materials we had received. The limitation on space was increased further by another development in women's studies. Along with the proliferation of course-offerings has gone the growth of formal Women's Studies Programs. Last year at this time, we knew of two Programs--at Cornell and at San Diego State College. This year, we received sufficient information from 17 Programs to fill a book the size of this one. At least as many other institutions or individuals have notified us of their intentions to organize Programs and have asked for information about those in existence.

We decided, therefore, to organize Female Studies III in three parts. First, The New Guide to Current Female Studies (pp. 1-30) makes available as complete a listing as possible at this time of all courses. Second, a carefully selected and severely edited group of course outlines and (more rarely) bibliographies (pp. 31-139) rounds out the curricular materials in Female Studies I and II. Finally, brief accounts of the 17 Women's Studies Programs (pp. 140-181) serve the needs of students searching for a place to study, faculty interested in places to teach, as well as those students and faculty organizing Programs of their own.

This is not the place for a lengthy analysis of women's studies. For one thing, Female Studies IV: Teaching About Women, published simultaneously with this volume, will contain such an overview as well as essays by teachers of women's studies. For another, editing this volume has taken time away from essay-writing.* But we wish to comment here on several matters of particular consequence to the users of this volume.

First, the selection of courses for inclusion here. Since space was limited and courses were numerous, we established several simple guidelines: we would publish course descriptions that offered more than a bibliography; we would not publish anyone who had appeared in Female Studies II; we would publish not more than one course by a single individual; in general, we would not choose courses from Programs, since they were to have a good deal of space later in the volume. (We made exceptions to the last guideline when courses were unique.) On the other hand, we deliberately sought courses from teachers at small colleges and in Programs outside the academic world so as to illustrate the breadth of the movement. We were not, however, calculating enough about geographical distribution, and we regret, therefore, the repetition of several institutions represented among the 54 courses described.

What do the 54 courses included here tell us about the 600 courses we know are being offered nationally? The bulk of those 600 are still what we called, in Female Studies II, "Introductory and Interdisciplinary." And similarly large groups come from departments of English, Sociology and History (where women are employed in relatively generous proportions), and are also "introductory" or survey-like in character. In Female Studies III, we have published no general introductory courses, unless they are offered by "professional" departments (see below). Of the 83 course descriptions received from teachers of English, we selected 11; of 38 from historians, 6; of 48 from sociologists, 5. Taken alone, therefore, the courses included in Female Studies III do not offer an accurate national picture of curriculum. The

contents of Female Studies II are probably more generally representative of the 600 courses. The new volume must be read developmentally, placed beside the earlier volumes.

We were necessarily more inclusive with regard to fields where the supply of courses is minimal. We have published all the writing (1), French (2), economics (2), and anthropology (2) courses received; half of those from political scientists (4) and a third of those sent by psychologists (2). Similarly, we include one high school course, the first of a long and promising series of curricular developments in public school education.**

Like the single high school course, we received unique course descriptions also from a number of professional schools, graduate and undergraduate. We have grouped these courses along with a handful from education departments and schools and two from law schools (selected from a group of 7 because of their length and complexity) into a section called "Professional/Vocational." Several of these courses are varieties of the by now traditional "Introductory and Interdisciplinary," but they spring from new institutional affiliations, and in several cases are offered with the special consciousness that goes with breaking new ground. We see this as an important development in women's studies.

Like the spread of women's studies to the high school and into professional schools, the rapid development of Programs signals a future in which the question is not "should we" but "how should we?" The 17 Programs suggest not only that there are various strategies underway but that, in some cases, lessons have been learned from the precedents of Black Studies Departments and other alternate or parallel institutional experiments. Finally, if there is any doubt about the still strong connection between women's studies and the larger women's movement, consider the geographical distribution of Programs: Up the west coast from San Diego to Oakland to San Francisco to Sacramento to Portland and Seattle; Down the east coast from Vermont to Massachusetts to New York (and across from New

York City to Buffalo) out to Pittsburgh and down to New Jersey and Maryland. With the single exception of Chicago (where there is a strong movement Program) Women's Studies Programs follow the strength of the women's movement.

Old Westbury, 1971

* We are writing an essay on curriculum for Academic Women on the Move, edited by Alice Rossi, to be published late in 1972. For a mimeographed copy, write to the authors after February (Box 210, Old Westbury, New York 11568).

** If you know of individuals teaching women's studies courses in elementary or secondary schools, please ask them to send their names to Carol Ahlum (MLA Clearinghouse on Curriculum, Box 210, Old Westbury, New York 11568).

ADELPHI UNIVERSITY Garden City, NY 11530	Susan Rubenstein (Political Science)	The Women's Movement	70-71
ALBERTA, UNIVERSITY OF Edmonton, Canada	Eberhard Demm (History)	Position of Women in the Middle Ages	71-72
ALVERNO COLLEGE Milwaukee, Wisconsin 53215	Cynthia Stevens (English)	Changing Role of Women in Literature	71-72
AMERICAN UNIVERSITY Washington D.C. 20016	G.J.Barker-Benfield (History)	Masculinism and Feminism in 19th c. America	70-71
	Barbette Blackington (Sociology)	**Sociology of Literature: Women	70-71
		**Social Organization: Women	70-71
		**Position of Women in the Social Order	70-71
		*Sociology of Women	69-70
ANTIOCH COLLEGE Yellow Springs, Ohio 45387	Dianne F. Sadoff (English)	Women and Literature	71-72
ARIZONA, UNIVERSITY OF Tucson, Arizona 85721	B. Jean Ruley Kearns (Child Development)	Women in Contemporary Society(Graduate)	71-72
ARKANSAS COLLEGE Batesville, Arkansas 72501	Jane Fagg (History)	Topics in Women's History	70-71
AUGSBURG COLLEGE Minneapolis, Minn. 55404	Norma C. Noonan (Political Science)	[No title received]	71-72
#BARNARD COLLEGE New York, New York 10027	Annette Baxter (History)	*History of Women in the U.S.	decades
		Women in America: Seminar	70-71
		Women in America: Autobiographies, Diaries, Letters	70-71
	Brigitte Bradley (English)	Women Writers in 20th Century	71-72
	Tatina Greene (French)	French Women Writers	71-72
	Mirra Komarovsky, David Ehrenfeld, Clive Kessler, Barbara Mates	Female and Male: An Interdisciplinary Approach	71-72
	Mirra Komarovsky (Sociology)	Female and Male: A Sociological Perspective	71-72
	Cynthia Lloyd (Economics)	Role of Women in Modern Economic Life	71-72

	Susan Edwards	Women in Writing	70-71
	Carol Grossman	Women and the Law	70-71
	Murray Gutman and Judy Syfers	A Wide Look at Women's Oppression	70-71
	Karen Jacobs	Population	70-71
	Joan Jordan	Method and Economics	70-71
	Lynda	The Gay Woman	70-71
	Barbara Melick	Women's Theater	70-71
	Gretchen Milne and Sally Gearhart	Female Consciousness	70-71
	Peggy Quinn	Women's History	70-71
	Marianne Silva	Sexism and American Mass Media	70-71
	Jennifer Soloway	Women's History	70-71
BRIDGEPORT, UNIVERSITY OF Bridgeport, Conn. 06602	Dorothy Hoffman (Psychology) and Howard Parsons (Philosophy)	**Philosophical and Psychological Aspects of Women's Roles	70-71
BROOKLYN COLLEGE Brooklyn, NY 11210	Renate Bridenthal (History)	History of European Women	71-72
BROWN UNIVERSITY Providence, R.I. 02912	Maurine Greenwald (History)	**Women in America	69-70
BRYN MAWR COLLEGE Bryn Mawr, Pa. 19010	Lila Karp (Sociology)	Female Experience: Modern Women Novelists	70-71
	Mario Maurin (French)	Mme. de Stael to Simone de Beauvoir	70-71
	Kate Millet (English)	Women in Literature	70-71
CALIFORNIA STATE COLLEGE at DOMINGUEZ HILLS 90247	Howard Shorr (History)	History of American Women	70-71
at FULLERTON 92631	David Pivar (History)	Women in American Society	70-71
at LONG BEACH 90801	Audrey Fuss (Sociology)	Sociology of Women	70-71

	Doris Nelson (English) and Jack Stuart (History)	The Woman in American Culture	71-72
	Charles Pomeroy (English)	Feminist Themes in Literature	71-72
CALIFORNIA, UNIVERSITY OF at BERKELEY 94720	Pauline Bart (Sociology, see U. of Illinois/ Chicago)	Women in Society and Literature	68-69
	Mae Diaz (Anthropology)	Women in Society	70-71
	Emma Gee	Seminar on Asian Women	70-71
	Arlie Hochschild (Sociology)	Modernization and the Role of Women	71-72
	Diane Horowitz (Sociology)	Sociology of Women	71-72
	Lyn Lofland (Sociology, now at U.C. Davis), and others.	Sociology of Women	70-71
	Sheila Johanssen and Kathleen Casey (History)	History of European Women Origin of the Woman Question	70-71 70-71
	Colquitt Walker (Law)	Women and the Law	70-71
	Isabel Welsh (Political Science)	Women and Politics	70-71
Center for Participant Education at Berkeley	Alta	Gay Women's Liberation Women's Poetry	70-71 70-71
	Carol Christ	Sexual Mythology	70-71
	Helen Colton	Philosophy of Sex and Love	69-70
	Marilyn Goldberg and Susan Grinel	Women in the Economy	70-71
	Velia Garcia Hancock	La Chicana	70-71
	Ravenna Helson (Psychology)	Psychology of Women	70-71
	Marsha Hudson, Marsha Wagoney	Women and Literature	69-70
	Chris Olson, Anne Farrar, Donna Mendelblatt, Bonnie Pastor, Joan Herman	Women	70-71
University Extension, at Berkeley	Magdalena F. Pallos	Psychological Aspects of Pregnancy and Infant Development	70-71

at IRVINE	Emily Card (Comparative Culture)	Women in Cross-Cultural Perspective	70-71
	Nancy Jo Hoy (Extension Division)	Women in Society as Reflected by Women in Literature	71-72
	Lucille Kuehn (Director of Program Development)	Women in Culture	71-72
		Women in Literature	71-72
		Special Studies in Status of Women in Culture	71-72
	Lynn Osen (Extension Division)	Women	69-70
		Understanding the Female Personality	71-72
	Mary Key Ritchie (English)	**Linguistic Behavior of Male and Female	69-72
	Nancy Boxley Tepper (Extension Division)	California Woman and the Law	71-72
at LOS ANGELES 90024	Riane Eisler (Law School)	Women's Social Status and the Law	70-71
		Socio-Legal Status of Women and Children	71-72
	Virginia Gadt, Martin Van Buren, and Rick Tuttle (History)	Relationships Between the Sexes	70-71
	Temma Kaplan (Economics)	Women and Capitalism	70-71
	Nancy Reeves (Law)	Stereotypes of Woman's Place	70-71
at SAN FRANCISCO University Extension	David Bearman	Sex and Sexuality	70-71
	Rosalyn Haberkern	Women in Victorian England	70-71
	Lynn Kaufman	Woman as Liberator: A Dramatic View	70-71
		Women by Women (Literature)	70-71
		Psychology of Women	70-71
	Gretchen E. Milne	Images of Women	70-71
	Martha Sturn White	The Next Step: Career Planning Workshop for Women	70-71
	Roxanna B. Sweet	Sociology of Deviant Worlds: Homosexuality	70-71
at SANTA BARBARA 93106	Nancy Hoffman (English, see Portland SU)	Women in Literature	69-70

at SANTA CRUZ 95060	Arlie Hochschild (Sociology, see UC Berkeley)	Modernization and the Role of Women	70-71
	Madeline Hummel (English)	Studies in Fiction: Men and Women Novelists	70-72
		Studies in Fiction: Women's Consciousness	71-72
	Nancy Tanner, Adrienne Zihlman (Anthropology)	Biological and Cultural Bases of Role Behavior	71-72
#CAMBRIDGE - GODDARD GRADUATE SCHOOL 1878 Mass. Ave. Cambridge, Mass. 02140	Ann Froines, Linda Gordon, Sheli Wortis, Rochelle Ziegler	Feminist History	71-72
		Cross-Cultural Studies of Women	71-72
		Child-Rearing and Socialization of Children	71-72
		Women and the Media	71-72
		Women and the Law	71-72
		Economics of Women's Oppression	71-72
		Male Sex Roles	71-72
		Feminist Psychology	71-72
CANADA COLLEGE Redwood City, Calif.	[no teacher indicated]	History for Women	71-72
CARDINAL CUSHING COLLEGE Brookline, Mass. 02146	Rochelle Ziegler (History) and Ms. Simon	Interdisciplinary Study of Women	70-71
CARLETON COLLEGE Northfield, Minn. 55057	Kirk Jeffrey (History)	The Family in History	70-71
	Miriam Lacher (Psychology)	Psychology of Women	70-71
CARNEGIE-MELLON UNIV. Pittsburgh, Pa. 15213	Lois Josephs Fowler (English)	Heroines in British and American Literature	71-72
CASE-WESTERN RESERVE UNIVERSITY Cleveland, Ohio 44106	Marge Grevatt (American Studies)	American Women: the Struggle for Liberation	70-72
CATHOLIC UNIVERSITY Washington, D.C. 20017	Dr. Mednick (Psychology, at Howard U.)	Psychology of Women	71-72
CEDAR CREST COLLEGE Allentown, Pa. 18104	Alice Kenney (History)	Woman Thinking	71-72
	Leona Nelson (Sociology)	The Sexual Revolution	Jan. 70
	Alison Sulloway (English)	Changing Sex Roles	71-72

CHICAGO, UNIVERSITY OF Chicago, Illinois 60637	Joan Lasser (Downtown Extension)	Women	70-71
	Judy Lane Laws (Psychology, now at Cornell)	*Women	69-70
	Paula Foster (Sociology)	Sociology of Women	70-71
CHICAGO LIBERATION SCHOOL % Chicago WL Union 852 W. Belmont Chicago, Ill. 60637	Liz Butters, Jenny Knauss, Vivian Rothstein	Study Group on the Family	70-71
	Debbie Dobbin, Linda Friedman	Politics of Health	70-71
	Ellen Dubois	Women in the 20th c. United States	70-71
	Sue Flynn	High School Women's Liberation	70-71
	Robin Kaufman	Fix-it Course	70-71
	Chris Riddough, Naomi Weisstein	Science for Women	70-71
	Marcia Rothenberg	Readings in Women's Liberation	70-71
	Mary Sack	Women and Their Bodies	70-71
CHICO STATE COLLEGE Chico, Calif. 95926	Carol Burr (English)	Heroines in English	71-72
	Beverly Chiñas (Anthropology)	Women's Role in Cross-Cultural Perspective	71-72
	Lois Christensen (History)	Seminar in Cultural History: Women's Studies	71-72
	Michele Shovar (Political Science)	Seminar in Political Behavior: Women's Liberation	71-72
CINCINATTI, UNIVERSITY OF Cincinatti, Ohio 45221	Sue Cox (Psychology)	Evaluation of Female Personality	70-71
CLARK UNIVERSITY Worcester, Mass. 01601	Charles Blinderman (English)	Literature and Women's Liberation	70-71
	Tamara K. Hareven (History)	History of American Family	70-71
COLORADO STATE UNIVERSITY Fort Collins, Col. 80520	Margaret Hazaleus (Coordinator, Student Programs)	Contemporary American Women	70-72
COLUMBIA UNIVERSITY New York City, NY 10027	Amy Hackett (History)	Women in European History	71-72
	Esther Westervelt (Teachers College)	Educational And Vocational Implication of Bio-Social Sex Differences	68-69

CONNECTICUT, UNIVERSITY OF Storrs, Conn. 06268	Shirley Raissi Bysiewicz (Law)	Women and the Law	71-72
	Joan Joffe Hall (English)	**Women in Literature: Since 1900	70-72
		Women in Literature (Graduate)	71-72
	Marcia Lieberman (English)	**Women in Literature: Before 1900	70-72
#CORNELL UNIVERSITY Ithaca, NY 14850	Susan Beraud (Education)	Women in Education	70-71
	Jennie Farley (Rural Sociology)	Sociology of the Female Labor Force	70-71
	Karen Feeny (Biological Sciences)	**Biology and Society	70-71
	Andrew Hacker (Government)	Sex	70-71
	Joy Osofsky and others (Human Development and Family Studies) (Joy Osofsky now at Temple University)	**Evolution of the Female Personality	70-71
	Joanna Russ (English)	**Women and Literature	70-71
	Barbara Wertheimer and Molly Burkart (Industrial and Labor Relations)	Legal Problems of Women in the Labor Movement	71-72
DARTMOUTH COLLEGE Hanover, NH 03755	Mary Tyler Knowles (English)	**War of the Sexes: Literary Mistreatment of Women	70-71
DELAWARE, U. OF Newark, Del. 19711	Barbara Gates (Extension Division)	Literary Reflections of Woman	71-72
	Settles (Extension Division)	Emerging Life Styles of Women and Men	71-72
	Takahaski (Extension Division)	History and Social Role of Women in America	71-72
DEPAUL UNIVERSITY Chicago, Ill. 60604	Sandra Husbands (Sociology)	Sociology of Women	69-71
	Mary Lou Finley (Sociology)	Sociology of Women	70-71
	Linda-Gay Martos (Philosophy and Religion)	Women	70-71

DIABLE VALLEY COLLEGE Pleasant Hill, Calif. 94523	Marilyn Braiger (History)	Women's Rights and Wrongs -- Her Story	71-72
#DOUGLASS COLLEGE New Brunswick, N.J. 08903	Lois Banner (History)	History of Women in America	71-72
	Mary Howard (Sociology)	Women in Contemporary Society	70-71
	Barrett Mandel (English)	Literature of Autobiography: Men and Women	70-71
	Dorothy Redden (English)	**Coming of Age	70-71
	Elaine Showalter (English)	**Literature of Women's Liberation	70-72
		The Educated Woman in Literature	70-72
		**20th Century Women Writers	70-72
	Department of English	*Women Writers and the Feminine Mystique	69-70
DUKE UNIVERSITY Durham, N.C. 27706	Diane Alstad (French)	[no title received]	
	Juanita Kreps (Economics), Anne Scott (History), Richard Kramer (Psychology), and Judith Fortney (Sociology)	Contemporary Women: History and Prospects	70-71
	Karla Simon, Karla Harbin (Law)	Women and the Law	71-72
FANSHAWE COLLEGE Ontario, Canada	Peggy Simpson	Women	71-72
FLORIDA, UNIVERSITY OF Gainsville, Fla. 32601	Irene Thompson (English)	Women in Literature from Ovid to Mailer	70-71
FOOTHILL COLLEGE Los Altos, Calif. 94022	Sandra Herrmann (History)	Women in American Politics and Social Movements	70-71
	Lois McCarty (Sociology)	Sex Roles and Sex Stereotyping	70-71
	Bernice Zelditch (English)	**American Women Poets	70-72
		Introduction to Literature: Women Writers	71-72
	Department of English	Freshman English: Literature by Women (three sections)	71-72

FRESNO STATE COLLEGE Fresno, Calif. 93726	Lillian Faderman (English)	Women's Liberation in Literature	70-71
	Judy Rosenthal (English)	20th Century Women Writers	71-72
	Ingrid Wendt (English, now living in Eugene, Oregon)	Independent Study: Poetry for Women	70-71
		Women's Liberation	70-71
		**Women Authors	70-71
GEORGETOWN UNIVERSITY Washington D.C. 20007	Barbara Bowman (Law)	Women and the Law	70-71
GEORGE WASHINGTON UNIVERSITY Washington D.C. 20006	Gladys Kessler and Sue Ross (Law)	Women and the Law	70-71
# GODDARD COLLEGE Plainfield, Vermont 05667	Marilyn Salzman-Webb	Feminism	70-71
	Judith Weiss (Education)	Feminist Children's Literature	70-71
GOUCHER COLLEGE Towson, Md. 21204	Fontaine Belford (English)	Female Archetypes	71-72
	Gretel Chapman (Fine Arts)	From Eve to Mary	Jan. 72
	Florence Howe (English, see Old Westbury, NY)	**Identity and Expression	65-71
	Alice Rossi (Sociology)	**Family and Kinship	69-71
		**Social Inequalities	69-71
		Seminar on the Women's Movement	71-72
		Sex and Society	71-72
GUSTAVUS ADOLPHUS COLLEGE St. Peter, Minn. 56082	Patricia Dean	Role of Women in American Society	71-72
## HAMPSHIRE COLLEGE Amherst, Mass. 01002	Gayle Hollander (Social Sciences)	**Sex Roles in American Society and Politics	70-71
		The Political Woman in America	71-72
	Sheila Houle (Literature)	**On Women	70-71
	Lester Mazor (Social Sciences)	Feminine Identity	70-71
		Women and the Law	71-72

	Robert Rardin (Social Sciences)	Human Sexuality	70-71
HARTFORD COLLEGE Hartford, Conn. 06105	Sheila Tobias (Coordinator, see Wesleyan U.)	Lecture Series on Women	71-72
HARVARD UNIVERSITY Cambridge, Mass. 02138	Ruth Ginsberg (Law)	Sex Discrimination and the Law	71-72
	Matina Horner (Social Relations)	**Pro-Seminar: Feminine Personality	70-71
	Barbara Miller Solomon (Assistant Dean)	Women: History and Literature	70-71
	Shirley Weitz (Psychology, see Wheaton College)	**Sex Roles: Psychological and Sociological Implications	70-71
HIRAM COLLEGE Hiram, Ohio 44134	Sandra Parker (English)	Colloquium: Sexual Politics	70-72
HOFSTRA UNIVERSITY/ NEW COLLEGE Hempstead, NY 11550	Marjorie Aghassi (Pol. Science)	Colloquium on Women in Society	69-70
		Women in Contemporary Society	71-72
	Sylvia Pines (Math)	Women in Society. Colloquium	71-72
HUMBOLT STATE COLLEGE Arcata, Calif. 95521	Kathleen Preston (Psychology)	Sex Differences	71-72
HUNTER COLLEGE New York City 10021	Barbara Welter (History)	History of the American Family	70-71
		History of Women in America	70-71
JOHN CARROLL UNIVERSITY Cleveland, Ohio 44118	Susan A. Ostrander (Sociology)	Sociology of Women	71-72
JOHNS HOPKINS UNIVERSITY Baltimore, Md.21218	Emily Toth (English)	**Literary Perspectives on Women	70-71
	Ronald G. Walters (History)	History of the American Family	70-71
ILLINOIS, UNIVERSITY OF at CHICAGO MEDICAL CENTER 60680	Pauline Bart (Sociology)	Women: Ideologies, Interactions, Situations	70-71
at URBANA 61801	Nina Baym (English)	Women in American Literature	70-71
	Bernice Carroll (Pol. Science)	Politics of Women's Liberation	70-71

ILLINOIS INSTITUTE OF TECHNOLOGY at CHICAGO 60680	Galen Cranz (now at Princeton U.)	Sociology of Women	70-71
INDIANA UNIVERSITY Bloomington, Indiana 47401	Priscilla Allen (English)	Rediscovery of American Women	71-72
		Literature and Feminism	71-72
	Patricia Deduck (Comp. Literature) and Pamela Bennett (English)	Heroine in Western Fiction	71-72
	Maccia (Phil. of Education), Peterson, (Psychology), Ramaley (Philosophy), Rogers (Student Personnel), Allen (English)	**Honors Seminar on Women	70-71
	Margaret Trowe (History)	History of Women in America	71-72
at SOUTH BEND 46615	Gloria Shapiro(English) and others	Interdisciplinary Analysis of Woman's Role	71-72
IOWA, UNIVERSITY OF Iowa City, Iowa	Carol Ehrlich (American Studies, see U. of Maryland)	**The Female in American Civilization	70-71
	Patricia Addis(American Studies)	The Female in American Civilization	71-72
KENT STATE UNIVERSITY Experimental College Kent, Ohio 44240	Nancy Dykes (Experimental College)	Women's Studies	70-72
	Dolores Noll (English)	Senior Colloquium: Women in Literature	70-72
KIRKLAND COLLEGE Clinton, NY 13323	Selma Burkom (English)	**Images of Women in English and American Literature	70-71
		Female Studies	71-72
LANEY COLLEGE Oakland, Calif. 94606	Lynda Blumenthal	Feminism as Revolution	71-72
		Lesbianism: From Myth Revolution	71-72
	Norma Hall	Women's Literature	71-72
	Lisa Rubens	Women in American History	71-72
	Women's Studies Staff	Individual Study on "Women"	71-72
LESLEY COLLEGE 29 Everett, Cambridge, Mass. 02138	Miriam Ritvo (Dean of Students)	Images of Women	71-72
LEWIS AND CLARK COLLEGE Portland, Oregon 97219	Susan Kirschner (English)	Literature by Women	71-72
		Women's Literature--Personality and Expressions	71-72

	William O. Lewis	Women in Politics	71-72
LONG ISLAND U./ C.W. POST Greenvale, NY 11648	Irene Fairley and Alice Scourby	Cross-Cultural and Literary Perspectives of Women	71-72
LOS ANGELES VALLEY COLL. Van Nuys,Calif. 91401	Sylvia Lubow (History)	Role of Women in History of US	71-72
LOYOLA COLLEGE Montreal, Canada	Margaret Anderson (French Studies)	Women in Literature	71-72
		Social Change: Women in Modern Society	71-72
LOYOLA UNIVERSITY Chicago, Ill. 60611	Kathleen McCourt (Sociology)	Sociology of Women	71-72
	Mary Porter (History)	Women in History	71-72
MAINE, UNIVERSITY OF Orono, Maine 04473	Jane Pease (History)	Women's Place and Rights	70-71
MARYLAND, UNIVERSITY OF at BALTIMORE COUNTY 21228	Carol Ehrlich (American Studies)	Sex Roles and Inequality	71-72
	June Fowler and Susan Frankford	**Women in Society	70-71
	Mary Kleinhans (English)	[No title received]	71-72
	Joan Korenman (English)	Presentation of Women in American Fiction	71-72
	Margaret Masson (History)	Women in America	71-72
at COLLEGE PARK 20740	Jean Grambs (Secondary Education)	Sex Differences in Learning and Motivation (Graduate)	70-71
	Adrian Tinsley and Andrew DeRocco (Eng.)	Sexual Stereotypes	71-72
MASSACHUSETTS INSTITUTE OF TECHNOLOGY Cambridge, Mass. 02139	Susan Jhirard (Literature)	Women and Literature	71-72
	Lillian Robinson(Literature)	**The Sexual Order	70-72
MASSACHUSETTS, STATE COLLEGE at FARMINGTON 01701	Elaine Storello (History)	Idea of 'Woman' in Western Intellectual Tradition	70-71
## MASSACHUSETTS, UNIVERSITY OF at AMHERST 01002	Robin Dizard (Continuing Ed.)	Women and Their Bodies	71-72

Lee Edwards (English)	**Woman as Hero	70-71
	Virginia Woolf	71-72
Joan Engle (Continuing Ed.)	Media's Manipulation of Women	71-72
Norma Gluckstern (Continuing Ed.)	Many Roles a Woman Can Play	71-72
Susan Grant (Continuing Ed.)	Women and Applied Ecology	71-72
Susan La France (Continuing Ed.)	Female Identity And Sexuality	71-72
Elaine Marks (French)	Women and French Literature	71-72
Charles Page (Sociology)	Sex and Sex Roles	70-72
Lois Phillips (Continuing Education)	Communicate With Confidence	71-72
Alice Sargent (SW Residential College)	Sex Stereotyping	71-72
Marianne Simon (Continuing Education)	Intro. to Values Clarification	71-72
Helen Smith (Continuing Ed.)	Assumptions about Women	71-72

24

at BOSTON 02116

Nina Alonso (English)	Women Writers	70-72
Mary Anne Ferguson (English)	**Image of Woman in Literature	70-72
Linda Gordon (History) (see Cambridge-Goddard)	Seminar on Women in European History	70-71
Ritta Horsley (German)	**Images of Women in German Literature	70-71
Linda Hunt (English)	**Men and Women in 19th Century Literature	70-72
Monica McAlpine (English)	Love in the Middle Ages	71-72
Rosamund Rosenneier (English)	Colonial American Literature: the Captivity Theme	71-72
Annis Pratt (English, see Wisconsin/ Madison)	Readings in Feminist Fiction	summer '70

MERCY COLLEGE
Detroit, Michigan 48219

Naome K. Gilbert	Sociology of the Women's Movement	70-71
	Social Dynamics of Sex Roles	71-72

MERRITT COLLEGE
Oakland, Calif. 94609

MIAMI-DADE JR. COLLEGE Miami, Fla. 33167	Ann Clay (Division of Community Services)	Status and Psychology of Women	70-71
MICHIGAN STATE UNIVERSITY East Lansing, Michigan 48104	Larry Krupka (Sociology)	Role of Women in Society	70-71
MICHIGAN, UNIVERSITY OF Ann Arbor, Michigan 48104	Judith Bardwick (Psychology)	Psychology of Women	64-72
	Nancy Moustakas (School of Social Work)	[No title received]	71-72
	Kathryn Sklar (History)	History of Women in America	70-71
MILLS COLLEGE Oakland, Calif. 94613	Diana Ekman (English), Ms.Arias, Ms. Provence	On Being a Woman	70-71
MINNESOTA, UNIVERSITY OF Minneapolis, Minn. 55455	Clark Chambers (History)	History of American Women	71-72
	Caroline B. Rose (Sociology)	Men and Women in U.S. Today	70-71
	Anne Thorsen Truax (Family Studies)	Life Styles of Educated Women	60-72
	Department of English	Freshmen English: Women (two sections)	71-72
MISSISSIPPI STATE COLLEGE Columbus, Miss. 39701	Rebecca Wells (History)	The Role of Women in Modern History	70-71
MISSOURI, UNIVERSITY OF at ST. LOUIS 63121	Susan M. Hartmann (History)	History of Women in United States	71-72
	Valerie Lagorio (English)	Changing Image of Women in Literature	71-72
##MOUNT HOLYOKE COLLEGE South Hadley, Mass. 01075	Marjorie Childers (Sociology)	**Economy and Sociology: Women	70-71
		Social Roles of Women	71-72
	James Ellis (English)	**Daughters and Ducats	70-72
	Maureen Flory (Latin)	Roman Women	71-72
	Daphne Reed (Theater)	History of Women in Theater	71-72
	Sharon Seelig (English)	Seminar on Women in Literature	71-72
	Charles Trout (History)	**Women in America	70-72
	Sarah Youngblood (English)	American Voice in Poetry	70-72

	Joan Ciruti	Women in Hispanic Literature	71-72
MUNDELEIN COLLEGE Chicago, Illinois 60626	Jenny Knauss (History)	Through the Eyes of Women: Perspectives on Britain and America	70-71
NAZARETH COLLEGE Rochester, NY 14610	Donna Regenstreif	Women in Cross-Cultural Perspective	71-72
NEW ENGLAND COLLEGE Henniker, NH 03242	Paula Eder	[No title received]	71-72
NEW MEXICO, U. OF Albuquerque, NM 87106	Leo Kanowitz (Law)	Women and the Law Family Law	69-70 69-70
NEW SCHOOL OF SOCIAL RESEARCH 66 W. 12th St. NYC 10011	Carol Turbin (Sociology)	Women's Image and Mass Media	70-71
NEW YORK, CITY U. OF /BARUCH COLLEGE 10010	Frances Barasch (English)	Woman as Subject and Object in English and American Literature	70-71
/MANHATTAN COMM. COLLEGE 10020	R. Leavitt (Psychology)	Psychology of Women	71-72
	Nan Maglin (English)	Images of Women in English and American Literature	70-71
	Dr. Marlowe (Psychology)	**Psychology of Women	70-71
/RICHMOND COLLEGE, Staten Islard, NY	Phyllis Chesler (Psychology)	Female Studies Workshop	70-71
#NEW YORK, STATE UNIVERSITY OF at BUFFALO 14222 % College of Women's Studies 108 Winspear Ave.	Ken Barney (Sociology)	Society, Sex Roles and Liberation	70-71
	Gloria Beutner (English)	Women in American and British Literature	71-72
	Julie Boddy (Humanities)	Agit/Prop	70-71
	Gail Cook and Kathy Klug	Women's Media Skills Audio-Tape Workshop	71-72 71-72
	Kenneth Davidson (Law)	Women and the Law (Grad. and Undergrad.)	71-72
	Fran Dolinsky (Soc. and Phil. Found.)	History of Women in America	71-72

Jane Donahue	Women in The Labor Force	71-72
Fran Fabian	Women and the Welfare System	71-72
Linda Felix	Living on the Earth	71-72
L. Chantal Jennings (French)	La femme dans la France contemporaire	70-71
	Women in French Lit. and Society	71-72
	Images of Women in French Literature	71-72
Elizabeth Kaiser, Clarice Lecher	Human Sexuality	71-72
Liz Kennedy (American Studies) and others	Women in U.S. Society	69-72
Liz Kennedy and Margaret Small (American Studies)	Sex, Class, Race,and the Oppression of Women	70-72
Liz Kennedy, Margaret Small and Angela Keill	Women in Non-Western Societies	70-71
Adeline Levine (Sociology)	Women and Work in America	71-72
Laura Morgulis	Role of Women in Art	71-72
Kathleen McCarthy and Diane Weckerle	Politics of Health	71-72
Carol Olicker (English)	Women and Literature	70-71
Bernice Poss (Admin. Assistant)	Women in the United States	70-72
Carol Reichenthal	Toward a Feminist Psychology	71-72
Jan Root	Women in Socialist Countries	71-72
Mary Schwartz (Social Policy and Community Services)	Women and Social Policy	70-71
	New Perspectives on Women and Social Casework	71-72
Ann Scott (English), Siggelkow, Nelson, Mary Swartz	**Women as a Minority Group	70-71
Margaret Small (American Studies)	Imperialism and Sexism since 1850	71-72
Staff	Childcare	71-72
Christine Stry	Women in Music	71-72
Marian Thacher	Writing Workshop	71-72

	Carol Twigg (English)	Political Economy of Women's Liberation	71-72
	Madeline Williamson (Music)	Women in Music	71-72
	Bonnie Zimmerman (English)	Women and Literature	70-71
		Women's Consciousness in Literature	71-72
/NEW PALTZ 12561	Evelyn Acomb Walker (History)	Women in History	71-72
/OLD WESTBURY	Rosalyn Baxandall, Betts Collett, Anne Driver, Barbara Ehrenreich, Deirdre English, Florence Howe, Roberta Salper, Kay Whitmore	Women: An Introduction to Their Physiology, Sociology, History and Culture	71-72
/PLATTSBURGH 12901	Eugene Link (History)	History of American Women	70-72
/STONY BROOK 11790	Joseph Katz (Human Development and Ed. Policy)	Role of Women in Modern American Society	70-71
NEW YORK UNIVERSITY New York, New York 10013		Sexuality and the Sacred	71-72
	Ilse Dusoir Lind (English)	Image of Women in American Literature	70-71
	Anne Driver Thayer Green (Religion Dept.)	Sexuality and the Sexes	
	Eleanor Holmes Norton (Law)	Women and the Law	69-72
	Mary Orovan (School of Continuing Ed.)	Language of Sexism	71-72
	Rosalyn Regelson (School of Continuing Ed.)	Sexual Liberation Movements	71-72
	Barbara Zucher (School of Continuing Ed.)	Woman as Artist	71-72
NEWARK STATE COLLEGE Union, N.J. 07083	Phyllis Holzschlag (English)	Women in Literature	70-71
	Mary F. Lewis (History)	Women in History	71-72
NEWTON COLLEGE Newton, Mass. 02159	Lillian Broderick (English)	Images of Women in Literature	71-72
NORTH CAROLINA, UNIVERSITY OF at CHAPEL HILL 27515	Project Hinton and Paula Goldsmid (Psych.)	*Sex Roles in Contemporary Society	69-70
	Jane DeHart Matthews (American Studies)	Social Protest Movements: Women	70-71

NORTH SEATTLE COMMUNITY COLLEGE 1718 Broadway, Seattle 98122	Joy Belle Conrad-Rice	Women's Rights Women in Society	70-71 71-72
	Helen Sommers	Women's Rights Women's Economic Discrimination	71-72 71-72
NORTHAMPTON JR. COLLEGE Northampton, Mass. 01060	Sandy Durrett	[No title received]	70-71
NORTHEASTERN ILLINOIS STATE COLLEGE Chicago, Ill. 60625	June Sochen (History)	**Women in American History	70-71
NORTHEASTERN UNIVERSITY Boston, Mass. 02115	Rosemary Hurkamp (History)	Women in History	70-71
NORTHERN ILLINOIS U. DeKalb, Ill. 60115	Eleanore Godforey and Hannah Marshall	Women in Society	71-72
NORTHWESTERN UNIVERSITY Evanston, Ill. 60201	Barbara White (English)	Woman--Myth	70-71
OBERLIN COLLEGE Oberlin, Ohio 44074	Roberta Miller (History)	Status Of Women in America	70-71
OHIO STATE UNIVERSITY Columbus, Ohio 43210	Wayne Lawson (Comp. Literature)	Women in Literature	71-72
	Maris Mate (History) and Carol Loss (History)	Attitudes Toward Women in Middle Ages	70-72
	Laurel Walum (Sociology)	Sociology of Women	70-71
	Helen Weinland (History) and Mary Young (History)	History of Women's Movements in U.S. and England: 19th and 20th c.	70-72
OLD DOMINION UNIVERSITY Norfolk, Va. 23508	Margaret DeBolt (Division of Continuing Education)	Women's Liberation--Now?	70-71
OREGON, UNIVERSITY OF Eugene, Oregon 97403	Irma Sherwood and Don Taylor (English)	18th Century Women Writers	71-72
PENN. STATE UNIVERSITY University Park, Pa. 16802	Dept. of French	French Feminist Literature	70-71

PENNSYLVANIA, UNIVERSITY OF Philadelphia, Pa. 19104	Karen Romer (English)	Roles and Images of Women in Medieval Literature	70-71
	Cynthia Secor (English)	Female Novelists	71-72
	Carroll Smith-Rosenberg (History)	History of Women in America	70-71
	Norma Shapiro (Law)	Women and the Law	70-71
# PITTSBURGH, UNIVERSITY OF Pittsburgh, Pa. 15213	Nancy Donnelly(English) and Judy Rosenthal (English, see Fresno SC)	Women in Literature 20th Century Women Writers	70-72 70-72
	Susan Kleinberg (History)	**History and Social Role of Women	70-72
	Marcia Landy, (English), Rosenthal, Kleinberg	*History and Social Views of Women	69-70
	Pru Rains, Landy, Rosenthal, and Gail Hornstein	Social and Literary Views of Women	71-72
	Pru Rains, Ellen Rudt, Cynthia Sheehan, Phyllis Kitzerow, Melinda Orlin (Sociology)	Women's Role in Society	71-72
	[no instructor listed]	Dynamics of Female Identity	71-72
PITTSBURGH ASSOCIATION FOR ADVANCEMENT OF WOMEN 4401 Centre Ave. 15213	Elaine David	Changing World of Black Women	70-71
	Judith Kapsal	Basic Feminism	70-71
	Leah Klarmann	Basic Accounting	70-71
	Frances Kolb	Women in 19th and 20th Century America	70-71
	Rosemary McLaughlin	Pre-Teen Attitudes Toward Men and Women	70-71
	Richard Rieker	Non-Fiction Writing	70-71
	Pete Saelle	Self Defense	70-71
	Linda Scott	Basic Information About Money	70-71
	Audrey Wells	Female Domain of Politics	70-71
# PORTLAND STATE UNIVERSITY	Lauren Blank (Philosophy)	Ethics and Women's Liberation	71-72

Portland, Oregon 97207

Lauren Blank, Nancy Hoffman (English) Nancy Porter (English) and Students	Introduction to Women's Liberation Studies	71-72
Susan Boles (History)	Women in Medieval History	70-71
David Cressler (Sociology and Psychology)	Men's Group	70-72
Karen Ennis (attorney)	Women and the Law	71-72
Judith Hartmann and Jerry Lansdowne (Pol. Science)	Politics of Inequality	71-72
Ellen Heard (History, student)	Working Class Women	71-72
Nancy Hoffman (English)	**Literature by Women	70-71
	Poetry and the Female Consciousness	71-72
Horowitz (History)	Social Change in Ideological American History: Women	70-71
John Longress (So. and Social Work)	Achievement and Women	70-71
MacCannell (Sociology)	Analysis of Changing Roles of Women	70-71
Nona Malbin-Glazer (Sociology)	Sociology of Women	70-72
Hugo Maynard (Psychology)	Psychology of Women	71-72
Diane Pannkost (Social Work)	How Women are Made: A Look at the Issues of the WLM	71-72
Nancy Porter (English)	Literature by Women	70-71
Waller (Sociology)	Women: Independent Study	70-71
Helen Wehrer (Economics)	Economic Position of Women	71-72
Hildegard Weiss (English)	Women's Fiction: British	71-72
Williams (Philosophy)	Ethics	70-71

PRINCETON UNIVERSITY
Princeton, N.J. 08540

Kay Boals (Politics)	*Politics of Male-Female Relations	69-70
	Comparative Politics of Male-Female Relations and Modernization	71-72
Ann Wood (English) and Nancy Weiss (History)	**Women in America	70-71
Ellen Morgan (Adult School)	**Exploring the New Feminism	70-71

QUEENS COLLEGE Flushing, NY 11367	Rosalyn Baxandall (General Studies) (See SUNY/ College at Old Westbury)	Seminar For, By and About Women in America	70-71
	Richard Davis (History)	Women in American History	70-71
	Wendy Martin (English)	**Feminine Mystique in American Fiction	70-71
		The Feminist Movement	70-71
RADCLIFFE COLLEGE (South House) Cambridge, Mass. 02138	Warner Berthoff (English) and Jeannette Bailey Cheek, John O'Connell	The Many Faces of Eve	70-71
REDLANDS, UNIVERSITY OF/Isabel Conneil, Johnston College Redlands, Calif. 92373	[no instructor listed]	Women	70-71
	Susan Reis (Education)	Contemporary Womanhood	70-72
REGIS COLLEGE Weston, Mass. 02193	Ann Guggenheim (History)	Women: Perspective from the Social Sciences	70-71
	Sr. Madelaine Nevins (English)	Beginnings: Love and Allegory in Medieval Literature	70-71
	Sr. Mary Oates (Economics)	Women in American Economy	70-71
RHODE ISLAND COLLEGE Providence, R.I. 02908	Maurine Greenwald (History)	Issues and Perspectives in American History: Women	70-71
RIDER COLLEGE Trenton, N.J. 08602	Mr. Kerr (History)	The Gilded Age: Women in 19th Century America	70-71
	Ruth Mandel (English)	Sexual Politics: Women in Lit.	70-71
	Sylvia Ohanesian	Women in Perspective	70-72
ROOSEVELT UNIVERSITY Chicago, Ill. 60605	Pat Novick-Raby	Interdisciplinary Course on Women	70-71
RUSSELL SAGE COLLEGE Troy, N.Y. 12180	C. Booth, M. Keenan, R. Wang (Nursing)	Feminity: Roles and Conflicts	71-72
	Helen Upton, Wilson Ferguson (History)	Women in Western History	71-72
RUTGERS UNIVERSITY /New Brunswick, N.J. 08903	Nancy Bazin (English)	Female Role and the Feminist Consciousness	71-72
/Newark, N.J. 07102	Ruth Ginsberg (Law)	Women and the Law	70-71
	Nancy Sterns (Law)	Women's Litigation Seminar	71-72

#SACRAMENTO STATE COLLEGE Sacramento, Calif. 95819	Kristen Amundsen (Government)	Women and Power in the Contemporary World	71-72
	Betty Berutti (English)	Women and Men: Sex Roles in Literature and Art	71-72
	Alberta Curley (Anthropology)	Women Cross-Culturally	71-72
	Margaret Goodart (History)	History of American Women	71-72
	Mary Jane Hamilton (History)	Status of Women in High Middle	
	Sue Ellen Jacobs (Anthropology)	Cross-Cultural Perspectives of Women	70-71
		Politics, Government & Legal Status of Women	71-72
	Karen Kennedy & Louise Kantor (Sociology)	Economics of Sex Roles	71-72
	Elizabeth McDonald	[no title received]	70-71
	Betty Moulds (Government)	Women & Politics in Contemp. America	71-72
	Janet Shaban (Psychology)	Women and Psychology	71-72
	Ellen Smith (English)	Liberated Women Poets	71-72
		Contemporary Women Writers	71-72
	Sally Wagoner & Sandi Wilson	Introduction to Women's Movement	71-72
	Sally Wagoner (Psychology)	Women and Psychology	71-72
	Joan Wilson (History)	Research Seminar in Historiography of Women	71-72
SACRAMENTO YWCA Sacramento, California 95819	[no instructor named]	Politics, Government, & Legal Status of Women	71-72
ST. CATHERINE, COLLEGE OF St. Paul, Minnesota 55116	Alan Graebner (History)	*Women in America	69-72
ST. JOHN FISHER COLLEGE Rochester, New York 14618	Nancy Y. Hoffman (English)	Women in American Literature	71-72
ST. JOSEPH'S COLLEGE East Chicago, Indiana	Judith Taylor (English, see San Diego SC)	Images of Women in Modern Literature	70-71
ST. MARY'S COLLEGE St. Mary's City, Maryland 20686	Ellen Bravo	Sexism	70-72
	Dana Greene (History	[no title received]	71-72

ST. PETER'S COLLEGE Jersey City, New Jersey 07306	Renee Kogel (History)	Women: A History	70-71
SALEM COLLEGE Winston Salem, North Carolina 27108	Mildred Byers	[no title received]	71-72
# SAN DIEGO STATE COLLEGE San Diego, Calif. 92115	Barbara Kessel (W.S. Program)	Socialization Process of Women	70-71
		Women and Education	70-71
	Joyce Nower (W.S. Program)	**Female Characters	70-71
		**Women Writers	70-71
	Carol Rowell (W.S.Program)	Field Experience	70-71
	Roberta Salper (W.S.Program) (see SUNY/Old Westbury)	**Current Issues in the Women's Liberation Movement	70-71
		**Women in History	70-71
	Rose Sommerville (Sociology)	Sociology of the Family	70-71
	Judith Taylor (W.S.Program)	Women in History	71-72
		Self-Actualization of Women	71-72
SAN FERNANDO VALLEY STATE COLLEGE Northridge, Calif. 91324	Vern Bullough (History)	History of Attitudes About Women	70-72
	Jane Prather (Sociology) and Linda Fidell (Psychology)	Psychology and Sociology of Women	70-71
SAN FRANCISCO COLLEGE FOR WOMEN San Francisco 94118	[no instructor listed]	Continuing Ed. for Women:Seminar	71-72
SAN FRANCISCO, CITY COLLEGE OF San Francisco 94112	Eileen J. Rossi (Literature), Marcia Aron (Sociology) and Maryann Agustinovich (Psychology)	Women in the Modern World	70-72
#SAN FRANCISCO STATE COLLEGE San Francisco,Calif. 94132	Beatrice Bain (Social Sciences)	Women as a Social Force	70-71
	Maria Dominquez (La Raza Studies)	La Raza Woman	71-72
	Diana Ekman (Sociology)	Woman as a Social Force	70-71
		Cultural Change Theory: Women	summer 71

	Lois Flynne (Social Sciences)	Science and the Study of Women	summer 71
	Susan Griffin (English)	Voice of Women in Contemp. Lit.	70-71
		Female: Creation of Her Education	71-72
	Jane Gurko (English)	Freshman Composition: Women in Literature	71-72
		The Written Woman	70-72
	Kay Lawson (Pol. Science)	Political Science Field Work: Women's Organizations	71-72
	Diane Lewis (Anthropology)	Role of Women: Contemp. Viewpoint	71-72
	Judith Puchner and Leonard Wolf (English)	Women in Literature	70-71
	Joan Ruderman (Social Sciences)	Woman: Her Search for Identity	71-72
	Maria Von Bolschwing (Pol. Science)	Politics of Sex	70-71
		Language and Experience: Literature of Women's Liberation Movement	71-72
	Sheila Zipf (Psychology)	Psychology of Women	71-72
SAN JOSE STATE COLLEGE San Jose, Calif. 95114	Barbara Kangas (Psychology)	Psychology of Women	70-71
	Lori Helmbold (New College-History)	Social History of Women in America	70-71
		Sex Discrimination	70-71
		Women's Studies Seminar	70-71
SARAH LAWRENCE COLLEGE Bronxville, NY 10708	Judith Kelly	Women's Legal History in United States	71-72
	Eva Kollisch (English)	Women in Literature	70-71
	Gerda Lerner (History)	**The Many Worlds of Women	70-72
SIR GEORGE WILLIAMS U. Montreal 25, Que., Canada	Greta Nemiroff (English) and Christine Garside (Philosophy)	The Nature of Women	70-71
SKIDMORE COLLEGE Saratoga Springs, NY 12866	Gloria DeSole (English)	Women in Literature	71-72
	Mary Lynn (American Studies)	Women in American Culture	70-72

##SMITH COLLEGE Northampton, Mass. 01060	Maurianne S. Adams and Mary Schroeder (English) David Allmendinger (History)	Literary Perspectives on Women	71-72
		**Women's Rights Movement in America	70-71
	Robert Averitt (Economics)	**Pro-Seminar : Women in US Economy	70-71
	Susan Baurque (Pol. Science)	**Sex and Politics	70-71
	Susan Baurque and Jean Grossholtz (at Mt. Holyoke, Pol, Sc.)	Sex and Politics	71-72
	Leonard Bickman (Psychology)	Male and Female	71-72
	Ely Chinoy (Sociology)	**Introduction to Soc.: Women in American Society	70-71
	Jan Dizard (Sociology)	**Sociology of the Family	70-71
	Martha Fowles (Sociology)	Introduction to Soc.: Sex Roles	71-72
	Gerda Lorenz (Sociology)	Introduction to Soc.: The Family	71-72
	Allen Weinstein (History)	The Family--And What of its Future?	70-71
		**Approaches to the Study of American Feminism	70-71
SONOMA STATE COLLEGE Tohnert Park, Calif. 94928	Shelley Fedanzo and Patricia Raleigh (History)	Women in History	70-71
	Janice Wilson (English)	Women in Literature	70-71
SOUTHERN ILLINOIS UNIVERSITY Carbondale, Ill. 62901	Elaine Dallman (English) and Annette Brodsky (Psychology)	Status of Women in Contemporary Society	71-72
	Elizabeth Nall (Sociology), Annette Brodsky, Judy Little (English)	Women Writers	71-72
STANFORD UNIVERSITY Stanford, Calif. 94305	Carl Degler (History)	*Race and Sex in the United States	69-71
	Peggy Golde, Jane Collier, Janet Fjellman, Julia Howell, Kim Kramer, Michelle Rosaldo, Ellen Lewin (Anthropology)	Women in Cross-Cultural Perspective	70-71
	Penny Gold (Medieval Studies)	Women in the Middle Ages	71-72
	Linda Nochlin Pommer (see Vassar, Art)	Image of Women in Art	70-71
	Bryan Strong (History)	American Feminism	70-71

STOUT STATE UNIVERSITY Menomonie. Wisconsin 54751	Sheila Tobias (See Wesleyan) and Ella Kusnetz	Topics in Family Studies	summer 71
SUFFOLK COUNTY COMMUNITY COLLEGE Selden, N.Y. 11784	Sandra Lichenstein	Sexism and the Humanities	/1-72
SYRACUSE UNIVERSITY Syracuse, NY 13210	Blanche Gelfant (English)	Women and the Novel	Jan. 71
TEMPLE UNIVERSITY Philadelphia, Pa. 19122	Joan Mandel (Sociology)	Sociology of Women	71-72
	Margaret Masson (History, see U. of Maryland)	Women in American History	70-71
TEMPLE BUELL COLLEGE Denver, Colorado 80220	Charlotte Wolt	Sociology of Women	summer '71
TEXAS, UNIVERSITY OF Austin, Texas 78712	Susan Crawford (American Studies)	The Woman Intellectual	69-70
TORONTO, UNIVERSITY OF Toronto 5, Ontario, Canada	Natalie Zeman Davis & Jill Conway	History of Women· 1400-present	71-72
	Barbara Martineau (English)	Women in the Twentieth Century	71-72
TOWSON STATE COLLEGE Towson, Maryland 21204	Fred Rivers (History)	Biographical Studies in History: American Women	71-72
	JoAnn Fuchs (Philosophy)	The Idea of Women in Philosophy	71-72
TUFTS UNIVERSITY Medford, Mass. 02155	Zella Luria (Psychology)	Psychology of Women	70-71
	Adele Simmons (Dean, Jackson College) and Zella Luria	Women in America	70-71
	Sherrin Wyntjes (History) and and Pat Arnold	Women as a Minority Group	70-71
URSULINE COLLEGE Cleveland, Ohio 44124	Sister Michael Francis (English)	Women in Literature	71-72
	Sister Maureen Connors & Staff (Interdisciplinary Studies)	Contemporary Woman	70-71
VASSAR COLLEGE Poughkeepsie, N.Y. 12601	William Chafe (History)	Women in America	70-71
	Linda Nochlin Pommer (Fine Arts)	**Image of Women in 19th & 20th Century Art	70-71
		Image of Women in Modern Art	71-72

VERMONT, UNIVERSITY OF Burlington, Vermont 05401	Virginia Clark (English)	Women in Literature	70-71
#WASHINGTON, UNIVERSITY OF Seattle, Washington 98105	Mary Aikin (History)	Women's Rights and Feminism	70-71
	Julie Coryell & Anne E. Schwiesow	Women	70-71
	Barbara Gardner & Joyce Nielson (Sociology)	Sociology of Sex Differences	70-71
	Lynn Igitzen (Political Science) & Ann Johnson	Patriarchal Politics	70-71
	T.F.Lewin and Lenora D. Mundt (Social Work)	Feminism and Contemporary Social Work Practice	71-72
	Patricia Onion and Carolyn Platt (Eng.)	Women in Literature	70-71
	Tanya Roberts (Economics)	Role of Women in U.S. Economy	70-71
		Economics of Race, Sex and Age Discrimination	71-72
	Anne Firor Scott (see Duke U., History)	Search for the American Women	summer 71
	P. VandenBerghe (Sociology)	Age and Sex Differences	71-72
WEBSTER COLLEGE St. Louis, Missouri 63119	Seena B. Kohl (Sociology)	The Family	71-72
WELLESLEY COLLEGE Wellesley, Mass. 02081	Patricia Spacks (English)	**Women Writers and Women's Problems	70-71
WESLEYAN UNIVERSITY Middletown, Conn. 06457	Ruth Benson (English)	Images of Women	70-71
		Women and Autobiography	71-72
	Michael Danhy (French) and Priscilla Meyer (Russian)	Feminine Roles in French and Russian Literature	71-72
	A.Gold (Psychology)	Psychology of Women	71-72
	Donald Meyer (History)	History of Women	70-71
		Sex, Race and the Profession of History	71-72
	Carol Ohmann (English)	Women Writers	71-72

	Sheila Tobias (Assoc. Provost)	**Colloquium on Women in History	70-72
	Richard Vann (Sociology)	*Status of Women	69-70
		History of the Family	71-72
WESTERN COLLEGE Oxford, Ohio 45056	Lynn Millard	Women's Liberation	70-71
WEST VALLEY JR. COLLEGE Campbell, Calif. 95008	Mary Harrison	Women's Liberation	70-71
WHEATON COLLEGE	Lee Flanagan (English)	Women in Modern Fiction	70-71
Norton, Mass. 02766	Peggy Rosenthal (English)	Women and Literature	71-72
		Women as Writers	71-72
	Jane Ruby (History)	Women in Western Civilization	71-72
	Dorothea Wender (Classics)	Women, Sex, and Love in Greece and Rome	71-72
	Shirley Weitz (Psychology)	Psychology of Sex Roles	71-72
	Nancy Cort (History)	Social History of Women in America	70-72
WILLIAMS COLLEGE Williamstown, Mass. 01267	Fredrick Rudolph (History)	The American Woman	71-72
WISCONSIN STATE UNIVERSITY at STEVENS POINT 54481	Ron Hogeland (History)	The American Woman	70-72
	Nancy Moore (English)	Women in Literature	70-72
		Characteristics of Women in Literature	70-72
at WHITEWATER 53190	Elsie Adams (now at San Diego SC, W.S. program), Mary Briscoe (English), Agate Krouse (American Studies)	**Women In Fiction	70-71
	Agate Krouse	**Women in American Culture	70-71

	Barbara Taylor Desmarais (English)	[No title received]	71-72
WISCONSIN, UNIVERSITY OF at MADISON 53706	Frank Battaglia (English, now at Staten Island Comm. Coll.)	**Old English	70-71
		**Social Control Men and Women and the Oppression of Women	70-71
	Diane Kravetz and the Women's Research Group (Dept. of Social Work)	Contemporary Trends: Women	71-72
	Irving Kreutz (Ex. Division, English)	Whatever Happened to Shakespeare's Sister	71-72
	Annis Pratt (English)	20th Century British and American Literature: Men and Women Writers	71-72
	Elaine Reuben (English)	Female Authors and Feminist Criticism (Graduate)	71-72
	Joan Roberts (Ed. Policy Studies)	Education and Status of Women (Graduate and Undergraduate)	71-72
	Joyce Stribling Steward (English)	Women in Literature	71-72
WRIGHT STATE UNIVERSITY Dayton, Ohio 45431	Cecil Cary (English)	Romantic Love	69-70
YALE UNIVERSITY New Haven, Conn. 06520	Diane Alstad (French, see Duke U.)	**Images of Women in Literature	70-71
	Barbara Bowman (Law)	Women and the Law (Graduate)	70-71
	Gail Falk and Ann Hill (Law)	Women and the Law: Undergrad	70-71
	Francine Weisskoff (Economics)	**Women in the US Economy	70-71
	Lenore Weitzman (Sociology)	**Social Perspectives on Women	70-71
YORK UNIVERSITY Toronto, Ontario, Canada	Esther Greenglass (Psychology) and others	Women's Studies: Interdisciplinary	71-72

Susan Bereaud

Cornell University
Spring 1971

WOMAN IN EDUCATION

Required Texts: Robert J. Lifton, The Woman in America
Robert Morgan, Sisterhood is Powerful

Introduction: Psychological views of women, female labor force participants, philosophies of education for women.

Feb. 5: In Lifton: Erikson, "Inner and Outer Space: Reflections on Womanhood"
Mc Clelland, "Wanted: A New Self-Image for Women"

Feb. 10: In Women's Liberation: Notes from the Second Year:
Shulamith Firestone: "Love"
Meredith Tax, "Woman and her Mind"
In Morgan: Naomi Weisstein, "Kinde, Kuche, Kirche" As Scientific Law: Psychology Constructs the Female"

Feb. 12: In Morgan, "The 51% Minority Group," p. 37.
"The Secretarial Proletariat," p. 86.
"Two Jobs: Woman who work in factories," p. 115.
In Lifton: Bailyn, "Notes on the Role of Choice in the Psychology of Professional Woman"

Feb. 17: In Lifton: Rossi, "Equality Between the Sexes: An Immodest Proposal"
In Morgan: "The Politics of Housework, p. 447.
"Redstockings Manifesto," p. 533.

Feb. 19: Eleanor Flexner, Century of Struggle, chap. 2, 8.

Feb. 24: Rousseau, Emile, pp. 130-150 (The education of women)
Lynn White, Educating Our Daughters, chap. 3,5,6.

Feb. Florence Howe, "Identity and Expression: a writing course for women"
"Educating Women: a Revolutionary Perspective"

Elementary Education and the Socialization of Women

Mar. 3 - 5-J. Osofsky, "The Socialization and Education of American Females"
M. Horner, "A Bright Woman is Caught in a Double Bind," Psychology Today, Nov. 1969.
K. Barry, "View from the Doll Corner," Women: A Journal of Liberation, Vol. I, no. 1.

Mar. 10-12-E. Maccoby, "Sex Difference in Intellectual Functioning" in Maccoby, The Development of Sex Differences:
Bruner, Excerpts from Learning About Learning

Mar. 17-19-P. Sexton, "How the American Boy is Feminized"
National Elementary Principal, Vol. 46, no. 2, "Sex Differences and the School" - read articles by Minuchin and Sears and Feldman (recommended also: Broderick, Bentzen)

Mar. 24 - 26: Children's books envelope:
Leah Heyn, "Children's Books" and Jamie Frisoff, "Textbooks and Channeling" in Women: A Journal of Liberation, Vol. 1, no. 1
Kari Skjonsberg, "Sex roles in boys' and girls' books," Hertha 1969
Jo Ann Gardner, "Sesame St. and Sex-role Stereotypes" in Women: A Journal of Liberation, Vol. 1, no. 3
Read 3 books for young children chosen at random or watch a T.V. show for children (try 4 p.m.)

Women in Academe

April 7 - 9: Betty Friedan, "The Feminine Mystique, chap. 7.
Eli Ginzberg, Life Styles of Educated Women, chap. 2,3,6,8, 10.

April 14 -16: Jessie Bernard, Academic Women, chap. 8,10,11.
Patricia Graham, "Women in Academe," Science, Sept. 1970.

April 21 -23: How Harvard Rules Women, New University Conference
(Recommended: Ann Harris, "The Second Sex in Academa" AAUP Bulletin, Sept. 1970).

Secondary Education and Vocational Choice

April 28 - 30: Edwin C. Lewis, Developing Woman's Potential, chap. 10.
Stinchcombe, Rebellion in a High School, pp. 60-71 and pp. 124-133.

May 5 - 7: E. Lewis, Developing Women's Potential, chap. 13.
In Morgan anthology, "High School Women: Three Views"
(Recommended: Doovan and Kaye, "Motivational Factors in College Entrance," chap. 4 in Nevitt Sanford, The American College)

May 12 - 14: Reports on individual and group research.

Jean Grambs
Secondary Education

University of Maryland/College Park
70-71

SPECIAL TOPICS IN HUMAN DEVELOPMENT:
SEX DIFFERENCES IN LEARNING AND MOTIVATION- (Graduate credit)

The over-arching purpose of the seminar is to develop student awareness of and sensitivity to sex as an individual difference that affects learning and motivation throughout life span. The social, biological and psychological bases for these sex differences in learning will be considered. Examination will be made of classroom activities and of institutional structures in terms of these differences.

Course requirements:

1. Each student will be expected to prepare and submit a review and critique of the research literature that pertains to an aspect of the seminar topic that has significance to him.

2. Students are encouraged to conduct a field project whose hypotheses have emerged from the review of literature.

3. Each person will present to the seminar his plans for review of literature and field project. Subsequently, the student will provide progress reports to the seminar.

Prerequisites:

Students should have some depth of background in at least one of the following: human development, sociology, psychology, anthropology, educational administration, counseling, or health education. Questions about eligibility for the course will be answered by Dr. Grambs, x-2022.

Textbooks:

Maccoby, Eleanor - Development of Sex Differences, Palo Alto, Stanford University Press, 1968.

Epstein, C. - Woman's Place, Berkeley, University California Press, 1970.

Joan Roberts, Rose Schappek,
Linda Roberson
Ed. Policy Studies

U. of Wisconsin
71-72

EDUCATION AND THE STATUS OF WOMEN

This experimental course is unique in the history of the University of Wisconsin. For the first time, a number of women faculty at this institution are joining together to present their thinking on the status of women and to engage in dialogue on this topic with students.

The purposes of this course are: to provide an overview of the research and thinking about the social conditions of women; to relate the status of women to education; to acquaint students with a large number of women professors and with their ideas on women; and to provide numerous possible role models for women students.

Organization: This class will meet bi-weekly in 148 Van Hise from 3:45-5:00 p.m. The format of each session will be the following: 1) A lecture of approximately 45-minute duration by the woman faculty member designated in the outline; 2) Brief reactions about critical ideas from two graduate students who will act as discussants. Students from the class may volunteer to act as discussants for a specific lecture of particular interest to them. Student discussants are expected to prepare with particular care for the topic being presented. Their reactions should provide a basis for subsequent discussion. 3) General class discussion in which the class is urged to express their own ideas and feelings about the topic being considered.

Requirements:

1. Because of the nature of the course, regular attendance is expected. Short bibliographies and short, recommended readings will be made available by each lecturer. You are expected to read the recommended readings in preparation for each lecture.

2. Because of the problem of connecting together ideas from diverse lecturers in many topical areas, it is necessary to require that a common base be established. For this reason, you are expected to read a minimum of four required readings and to provide a critical analysis of each of these. A variety of books are available at Brown's Bookstore. These books are starred on your bibliography.

Each critical analysis should include: a) Clear understanding of the author's major ideas; b) Analytical discussion of these ideas; c) Personal meaning of these ideas for your own life; d) Implications for societal or educational change.

You are expected to complete the critical analyses of your readings by November 23. Papers are due at bi-weekly intervals during the first eight weeks of the semester. In this way, you can be assured of adequate reading of your work and of better feedback about your thinking.

3. Two options are available for term papers. First, for those students who wish to read extensively, to discuss their thinking, and to raise their levels of awareness about women, small discussion groups of four to five students may be formed. These discussion groups may read intensively in one topical area in the course or they may read extensively in several topical areas.

Each individual in such groups is expected to keep a cumulative idea and attitude log of the major learnings experienced weekly. A summary and integration of the meaning of

your experiences at the end of the semester is also expected. This log is not a diary. It is a cumulative record of your cognitive and affective learning. It should give evidence that your reading, your thinking, and your feeling changed or did not change in ways that make sense to you as a person and as a scholar. Usual references to your readings are expected. The log is due January 13.

Second, for students who want to engage in action research, research groups of two to six students may be formed. Such groups should define a single research problem from among the course topics. This research problem must be critical to an understanding of women's problems. The research methods should be defined clearly and unambiguously. The method chosen must be possible given the training of group members. A step-by-step plan you will follow in studying the problem should be detailed. The possible implications of your study for knowledge in the area and for action should be specified. The specific relevance to education should be clarified.

For those students who wish to work alone, either option is available. All the above requirements stand with the exception of work with others in discussion or research groups.

Course Outline

Overview

Sept. 14 - The Status of Women: An Overview - Professor Joan Roberts, Social Psychologist, Department of Ed. Policy Studies

Sept. 16 - Women in Women's Organizations - Members of: Women's Action Movement, Women's Research Group, National Organization for Women, American Association of University Women

Sept. 21 - Discussion Groups: What does it mean to be liberated.

Women in Social Perspective

Sept. 23 - Women in Philosophical Perspective - Professor Nancy Holstrom, Dept. of Philosophy

Sept. 28 - Women in Historical Perspective - Ms. Jeanne DuBois, Teacher, Middleton School System

Sept. 30 - Women in Legal Perspective - Dr. Kathryn Clarenbach, Extension Div.

Oct. 5 - Women in Literature - Prof. Elaine Reuben, Dept. of English

Oct. 7 - Women in Economic Perspective - Prof. Ann Seidman, Economist, Land Tenure Center and Sociology

Oct. 12 - Women in Sociological Perspective - Prof. Elaine Walster, Dept. of Soc.

Oct. 14 - Women in Minority Groups - Prof. Joyce Griffin, Dept. of Black Studies and School of Nursing

Oct. 21 - The Social Meaning of Women's Clothes - Prof. Mary Ellen Roach, Dept. of Family Resources Consumer Sciences

Women in Individual and Group Perspective

Oct. 26 - Social Psychological Sex Differences - Prof. Jane Piliavin, Social Psychologist, Dept. of Family Resources and Consumer Sciences

Oct. 28 - Biological Sex Differences in Physical Functioning - Dr. Ruth Bleier, Physician Dept. of Neurophysiology

Nov. 2 - Psychological Sex Differences in Intellectual and Emotional Functioning - Dr. Julie Sherman, Psychologist, Ext. Div.

Nov. 4 - Sex Socialization in Child Development - Dr. Julie Sherman, Psychologist Extension Division

Women and Families

Nov. 9 - Women and the Control of Production - Dr. Hania Ris, Physician, School of Medicine

Nov. 11 - The Future of Marriage and Family - Prof. Sheila Klatzky, Dept. of Sociology Ms. Rena Gelman, Specialist, Ext. Div.

Nov. 16 - Patterns of Child Care - Prof. Aurelia Strupp, Dept. of Family Resources and Consumer Science

Nov. 18 - Women and the Welfare System - Prof. Diane Kravitz, School of Social Work

Women and -

Nov. 23 - Sexism and Psychiatric - Dr. Lorna Benjamin, Dept. of Psychiatry

Nov. 30 - Sexual Differences in Behavioral Disabilities - Prof. Mary Jane Ayer, Dept. of Behavioral Disabilities

Dec. 2 - Counseling of Women Students - Dr. Joy Rice, Univ. of Anthropology

Dec. 7 - Anthropological View of Masculinity and Feminity - Prof. Louisa Stark, Dept. of Anthropology

Women in "Men's" and in "Women's" Professions

Dec. 9 - Women in Medicine - Dr. Gloria Schoen, School of Nursing
Women in Library Science - Prof. Dorothy Schultz, Memorial Library

Women in Educational Perspective

Dec. 16 - Women and Girls in the Public School Curriculum - Dr. Eliz. Fennema, Dept. of Curric

Jan. 4 - Women and Physical Education and Home Economics Education - Prof. Elizabeth Monts, Dept. of Family Resources and Consumer Sci. Prof. Julia Brown, Dept. of Phy. Edu.

Jan. 11 - Women and HIgher Education - Dr. Karen Merritt, U. Office of Planning & Analysis

Jan. 13 - Integration of Ideas on Women's Status - Prof. Joan I. Roberts, Dept. of Educational Policy Studies

Alice Sargent
School of Education

Univ. of Massachusetts/Amherst
Fall 1971

SEX-STEREOTYPING FOR TEACHERS

Bardwick, Judith. Psychology of Women. Harper & Row, 1971.
Bennis, Warren and Slater, Philip. The Temporary Society. Harper & Row, 1970.
Morgan, R., ed. Sisterhood is Powerful. Random House: New York, 1970.
Roszak, Betty and Theodore, eds. Masculine/Feminine. Harper & Row, N. Y. 1969.

Recommended

Beach, Frank A., ed. Sex and Behaviour, Wiley, 1965.
Deutsch, Ronald, The Key to Feminine Response in Marriage, Ballantine Books, 1968.
Janeway, Elizabeth. Man's World-Women's Place. Morrow, 1971.
Greer, Germaine. The Female Eunuch. McGraw-Hill, 1971.
Lessing, Doris, The Golden Notebook. Ballantine Books: New York, 1962.
Lifton, Robert J. ed. The Woman in America. Beacon, 1964.
Maccoby, Eleanor, ed. The Development of Sex Differences. Stanford U. Press, 1970.
Belleveau, Fred and Richter, Lin, Understanding Human Sexual Inadequacy.
Masters and Johnson. Human Sexual Inadequacy. Little Brown, 1970. Bantam, 1970.
Masters and Johnson. Human Sexual Response. Little Brown, 1966.
Meade, Margaret. Male and Female. William Morrow & Co., New York 1949.
Millett, Kate. Sexual Politics Doubleday, 1970.
Nin, Anais. The Diary of Anais Nin: Vol. 1,2,3, and 4. Harcourt, Brace & World, 1967.
Plath, Sylvia. Ariel Poems. Harper & Row, 1965.
Plath, Sylvia. The Bell Jar. Harper & Row, 1971.
Sears, Robert, Rau, and Alpert. Identification and Child Rearing. Stanford U. Press.

Course Outline

1st 8 weeks - consciousness raising.

2nd 8 weeks - project: to develop curriculum or experiences for elementary or secondary students to help understanding of sex stereotyping.

Esther Westervelt

Teachers College, Columbia Univ.
Spring, 1969

EDUCATIONAL AND VOCATIONAL IMPLICATIONS OF BIO-SOCIAL SEX DIFFERENCES

Bibliographical resources are employed to examine theory and research finding on the nature and sources of physiological, psychological and sociological aspects of sex differences, followed by a more detailed examination (including independent study in an area selected by each student) of sex differences in learning, academic performance, educational and vocational choice and development, and related characteristics and behaviors from early childhood. The over-all objective of the course is to increase basic understanding of sex differences by educators and thus instill in individuals of both sexes the broadest possible spectrum of abilities and interests to better equip them for the many kinds and facets of adult roles in a complex society.

COURSE OUTLINE

I. Sex Differences and Social Roles

February 6 -- Sex Differences in Personality and Sex Roles in Society and Culture in the Context of Social and Technological Change

February 13 - Cross-cultural Comparisons of Sex Differences in Social Roles.

II. Physiological and Psychological Sex Differences

February 20 - The Evolution of Bio-Social Sex Differences

February 27 - Influences of Physiological Sex Differences on Personality and Behavior

March 6 -- Classic Psychological Theories of Sex Differences

March -- Sex Differences in Tested Aptitudes, Interests, Needs, Values, and Perception

III. Ontogenesis of Sex Differences

March 20 -- Effects of Socialization on Development of Sex Differences

March 27 -- Effects of Sex Differences on Acquisition of Behaviors and Characteristics

IV. Sex Differences and Educational Practices

April 10 -- Sex Differences in Learning Behaviors in Young Children (4-8)

April 17 -- Sex Differences in Learning Behaviors in Pre-pubertal Children (9-13)

April 24 -- Sex Differences in Academic Performance and Career Choice in Secondary School

May 1 -- Sex Differences in Individual Development and Social Behavior in Secondary School

May 8 -- Sex Differences in Academic Performance and Career Choice in Colleges and Universities

May 15 -- Sex Differences in Individual Development and Social Behavior during the College Years

May 22 -- Sex Differences in Career Development in Adult Life

COURSE REQUIREMENTS

Reading:
Required reading as indicated on the bibliography, plus the recommended and independent reading most appropriate to each student's interests and professional responsibilities. Class discussions will assume familiarity with reading assignments.

Report:
Every student is expected to submit a written report (due May 8) of an individual project. The project may take any of the following forms:

A small piece of empirical or experimental research to explore or test some aspect of sex differences among a selected group of children, young people or adults.

Biographical or autobiographical reports on educational and vocational development with an analysis of evidence contained therein of the effect (or lack of effect) of sex membership on the patterns of development.

A survey of some area of educational practice with which you are familiar and a critical evaluation, based on the data you have collected, of the differential effects on the two sexes of the surveyed practices in the light of objective observation and relevant theory and research about sex differences.

A proposal for instituting and evaluating some innovation in educational practice which would use relevant theory and research about sex differences to enhance and/or expedite academic and/or vocational development.

A review of literature on research in vocational development and a discussion of the implications of the psychological and social differences between the sexes for designs for research which will increase our understanding of career patterns (especially those which may be emerging) for both sexes.

A project of some other type, (for example, a cross-cultural or historical comparison of sex differences as portrayed in fiction) if approved by the instructor.

Each student is asked to prepare, as part of the preparation of his written report, an oral report for class discussion. Dates for these reports will be arranged.

Bibliographical references should be briefly annotated.

All students are rquired to buy:

Eleanor E. Maccoby, Editor
The Development of Sex Differences
Stanford, California, Stanford University Press, 1966.

(A 20-page bibliography accompanied this syllabus. Professor Westervelt's address is SUNY/Stony Brook, Long Island, New York.)

Sheila Tobias and Ella Kusnetz**
Dept. of Home Economics

Stout State U.
Summer, 1971

SOCIAL ROLES OF WOMEN IN AMERICA

When Tony Samenfink, dean of Home Economics at Stout State University in Menomonie, Wisconsin, asked us to teach a two-week version of the Cornell course to his summer session students last June, we were interested in the idea. His purpose, and ours in accepting the assignment, was to ascertain whether there might be a permanent place for women's studies in the regular home economics curriculum.

We agreed to call the course "The Social Roles of Women in America," but to treat these roles analytically rather than descriptively. That is, we would consider not simply what societal roles women traditionally fill, but specifically what cultural assumptions account for their secondary occupational status and their noticeable absence from national leadership. We would then go beyond an examination of these adult roles to look at the socialization process: how the self-esteem of girl children is lowered as they learn that sex-role differentiation is inevitable and that men and women naturally behave in opposing and mutually exclusive ways. Finally, we would move beyond analysis to feminist criticism: our personal belief that prevailing cultural assumptions are particularly damaging to the female and frustrating to normal human needs for an expressive life. It was a large order we set ourselves, but we felt on firm theoretical ground. Both pedagogically and intellectually, we see women's studies in terms of a frank critique of the culture.

We had come to this kind of critical approach to the study of women through the gradual development of our own thinking, a process influenced by a new feminist movement that was only coming of age ideologically during and after that first course at Cornell. At first we had believed that when we talk about women as a group we were talking about social problems: problems women have and problems women create. Betty Friedan and Caroline Bird were our original mentors. Friedan described, in The Feminine Mystique, a "problem without a name," the malaise and unhappiness of women in suburban ghettos; and Bird in Born Female documented a public problem, economic and legal discrimination against women in America.

These were pioneering works and they are still invaluable, but as analysis they were only a beginning. For to consider women as a "problem" is to accept unthoughtfully certain cherished but at best dubious American myths: the open society, reward through individual initiative, the ideal of equality, the eagerness of society to reform if only people of good will would point the way.

Kate Millett's "theory of patriarchy" was by no means original with her, but when Sexual Politics was published in the summer of 1970, the implications of thesis struck everyone with devastating clarity. We began to suspect that the "woman problem" is no problem and no accident: indeed that the exclusion of women from national prominence is an essential, institutionalized feature of American society.

** For the entire essay/evaluation of this teaching experience, contact the authors, who work at Wesleyan U.

The Social Roles of Women in America

Day 1. Doris Lessing short story "One off the Short List" (out of print) Lionel Tiger "The Biological ORigins of Sexual Discrimination" in THE OTHER HALF, ed. Goode and Epstein, Spectrum paperback. William J. Goode "Civil and Social Rights of Women" in THE OTHER HALF, op. cit.

Day 2. Marcia Lieberman "Female Acculturation through Fairy Tales," unpublished essay. Elizabeth Fisher, "The Image of Women in Children's Literature," "The Happy Housewife Syndrome," chapter 2 in Betty Friedan THE FEMININE MYSTIQUE, Doubleday paperback.

Day 3. The Sexual Solipsism in Sigmund Freud," in Friedan, THE FEMININE MYSTIQUE, op. cit.; Naomi Weisstein, "Psychology Reconstructs the Female," Matina Horner, "Women's Will to Avoid Success" ; Evening assignment: To watch "All in the Family," a TV show.

Day 4. "The Employed Woman in America: Marny White; "Women in the Professions" and "The Secretarial Proletariat" in SISTERHOOD IS POWERFUL, Random House. "Equal Rights Amendment Testimony" M. Rawalt. ; B. Sandler on the law and women. "Does the Law Oppress Women?" Diane Schulder in SISTERHOOD IS POWERFUL, op. cit.

Day 5. "The Female Animal Medical Views of 19th century Women," by Carroll Smith-Rosenberg; "The Origins of American Feminism" by William O'Neill in THE OTHER HALF, op. cit.

Day 6. Project Assignments.

Day 7. "Women in American History" Ch. 4. in Betty Friedan, THE FEMININE MYSTIQUE, op. cit.; "Historical Perspectives" in SISTERHOOD IS POWERFUL, op. cit.; "Notes of a Radical Lesbian" in SISTERHOOD IS POWERFUL, op. cit.

Day 8. Collection of Poems by women writers. Poetry as Protest in SISTERHOOD IS POWERFUL, op. cit.; "Sexual Politics" by Kate Millett in THE OTHER HALF, op. cit.; Selections from KNOW package; Section 6 in THE OTHER HALF, op. cit.; Zoe Moss "The Aging Process" in SISTERHOOD IS POWERFUL, op. cit.

Day 10. "Elements and Types in Soviet Marriage" by Kent Geiger in THE OTHER HALF, op. cit.

Riane Eisler
Law School/Grad. and Undergrad.

U C/Los Angeles
70-71

WOMEN'S SOCIAL STATUS AND THE LAW

The course will deal with the function of the law in sexual role-playing and the socialization process as well as with such topics as employment discrimination, family law, welfare law, women in prison and the future of the law.

An understanding of the peculiar social position of American women requires an inquiry into the relationship between cultural myths and law. The course will examine this relationship from an inter-disciplinary point of view and will include both legal and lay readings.

The class will divide into a number of work groups of approximately five students each; each group will follow its topic(s) through the quarter. Possible subjects will be: The problems of women in prison. Should protective labor laws be extended to men? A study of proposed child care legislation. Should California disability insurance cover disabilities connected with pregnancy? What has been the effect of the new California family law on women, including financial credit problems of divorced women? Students interested in other areas may design their own projects.

The instructor is a lawyer specializing in constitutional aspects of women's rights, and is director of the Women's Center Legal Program. The class is open to both graduate and undergraduate men and women and enrollment is limited to 30 students. Students will be selected on the basis of a brief written "statement of learning goals" sent to Ms. Eisler in care of CED, 2206 Murphy Hall, Please include a stamped, self-addressed post card.

Course Outline and Readings

Session I
April 1

A. Introduction to course
B. Outline of project areas and organization of research teams
C. Course Framework: Women - Myth, Reality and Law, Part I
D. Readings for next session:
   1. Kanowitz, Women and the Law, pp. 149-160.
   2. Perez v. Campbell, 421 F. 2d. 619(9'th Circuit 1970) (xerox copies avail.)
   3. Binder and Eisler, Amicus Curiae Brief to the Supreme Court of the United States, on behalf of Emma Perez (Perez v. Campbell), particularly pp. 11-30, (xerox copies avail.)
   4. Bird, Born Female, Chapter 2 (pp. 16-39)
   5. The Philosophy of Aristotle, Politics, Book I (pp. 382-391)
   6. Domhoff, Who Rules America, Chap. 3 pp. 63-83
   7. Heilbroner, Who's Running This Show, (Critique of Who Rules America, xerox copies avail.)

Session II
April 8

A. Finalization of research teams and topics.
B. Course Framework: Women - Myth, Reality and Law, Part II
C. Readings for next session:

   1. Kanowitz, pp. 35-75 (marriage); pp. 93-98 (divorce)
   2. Cross-Bill of Sherri Myers, John William Meyers, Jr. v. Sherri Frances Myers. (xerox copies avail.)

3. The Woman Question, pp. 17-26 (Engels, The Monogamous Family), pp. 34-41 (Lenin, The Bourgeois Family)
4. Millet, Sexual Politics, pp. 120-127 (Critique of Engels, xerox copies avail.)
5. Up From Under, Jan/Feb 1971, Edit. pp. 1-4
6. Review Amicus Brief for Perez v. Campbell, particularly pp. 5-11; 30-31.

Session III
April 15

A. Family Law
Guest: Phyllis Deutsch, Attorney
B. Project Progress Reports
C. Readings for next session:

1. Bird, Born Female, Ch. 4, pp. 61-83
2. Domhoff, Who Rules America, Ch. 2, pp. 38-62
3. Kanowitz, Women and the Law, pp. 100-111 (Title VIII),
4. Phillips v. Martin Marietta, 91 Supreme Court Reporter 496 (1971, xerox avail.)
5. "Unions on the Line," Up from Under, May/June 1970, pp. 34-37
6. "The Economic Function of the Oppression of Women" Notes from the Second Year, pp. 68-72

Session IV
April 22

A. Employment Law
Guest: Barbara Schlei, District Counsel for the Los Angeles Equal Employment Opportunities Commission
B. Project Progress Reports
C. Readings for next session:

1. Menninger, The Crime of Punishment, Ch. 3, pp. 28-89
2. Kanowitz, Women and the Law, pp. 15-27 (prostitution, rape, abortion) pp. 28-31 (jury service) pp. 167-172 (sentencing differences)
3. Eisler, columns (2) from Everywoman (xerox copies avail.)

Session V
April 29

A. Criminal Law
Guests: Diane Wayne, Attorney; Mary Harkins, parole officer; a woman who has been in prison
B. Project Progress Reports
C. Readings for next session:

1. Domhoff, Who Rules America, pp. 84-87; 97-103; 107-114
2. Wyman v. James, 27 L. ed. 2d. 408 (1971) (xerox copies avail)
3. Welfare rights lay advocacy training packet (xerox copies avail)

Session VI
May 6

A. Welfare Law
Guest: Valerie Vanaman, House Counsel, Los Angeles Welfare Rights Organization
B. Project Progress Reports
C. Readings for next session:

1. Abortion and Health
   a. The People v. Belows (1969, xerox copies avail)
   b. "Caution, health care may be hazardous to your health", Up from Under, May/June 1970 pp. 6-10

2. Child care
"Why Child Care?" Up From Under, Jan/Feb 1971, pp. 10-15

3. Education
"Textbooks and Channeling" Women, A Journal of Liberation, Fall 1969, pp. 26-28

4. Consumerism
"The Woman Market," Up From Under, May/June 1970,pp. 15-18
"Consumerism and Women," Notes from the Second Year, pp. 72-75

Session VII
May 13

A. New Legislation
Guest: Judge Joan Dempsey Klein
B. Project Progress Reports
C. Readings for next session:

1. Domhoff, Who Rules America, pp. 127-131; 146-156
2. Fuller, Operating Manual for Spaceship Earth, pp. 91-120
3. The Philosophy of Aristotle, Politics, Books II and III pp. 392-409
4. Mazor, "The Fate of the Law," from The Center Magazine, January/February 1971 (xerox copies avail.)
5. "What It Would Be Like if Women Win," from Time Magazine, August 31, 1970 (xerox copies avail.)
6. Editorial, Women: A Journal of Liberation, Summer 1970 (xerox copies avail.)

Session VIII
May 20

A. The Future of the Law
Guest: Dr. Richard Farson, Dean, School of Design, California Institute of the Arts
B. Project Progress Reports

Session IX
May 27

Class Presentation of Research Projects

Session X
June 3

Women - Myth - Reality and Law, Conclusion

Project Areas amd Research Teams

I. Research Projects - Suggested Areas of Work:

1. Family law

Five hundred family dissolution cases under the new (post 1970) California family law will be chosen at random. The files will be examined to determine the results (e.g. child custody, division of property, child and spousal support). Students will follow up the women in the cases. A questionnaire will be devised by the students dealing with such matters as financial credit problems, insurance, child support, child care, employment readjustment, personal readjustment, etc. The resulting evaluation of the new law should consider such questions as the husbands present exclusive control of the community property, the possibility of state funding for vocational retraining for housewives, as well as specific legislative recommendations to improve California family law.

2. Social Security, Unemployment and Disability

Many aspects of these state and federal plans treat men and women differently. Social security, for example, makes no provision for the work of housewives, except as widows. Training programs for the unemployed, as administered in California, blatantly favor men. California disability insurance specifically excludes any illness or condition associated with pregnancy from its coverage. Students will examine these programs, compare them with those of other countries (e.g. Sweden) and with some of the legislation that has already been proposed, and make specific recommendations for legislative improvements.

3. Protective Labor Legislation

The hours that women may work, the weights that they may lift, and the conditions under which they may work are regulated by state law. These laws do not apply to men, nor to women who do domestic, janitorial or farm work. Recent decisions have held that these laws are in conflict with Title VII of the Civil Rights Act of 1964. Students will study these laws, evaluate them and consider whether they should be retained, repealed, or extended to all workers. Specific economic, social and legislative factors should be considered and recommendations made.

4. Child Care

Day care facilities are available for only 10% of all children under six whose mothers work full-time outside the home. What is child care? Who should control it? Child care franchises packaged by businessmen, church programs, government-funded programs, state-licensed nurseries, and parent-controlled cooperatives are some of the possible alternatives. Legal economic, social and educational factors should be considered in arriving at specific legislative proposals.

5. Women and the Educational Code

Our educational system channels boys and girls into predetermined sexual modes. Girls study home economics and boys study shop. Textbooks depict boys in active-achiever roles and girls in helper-follower roles. Boys are encouraged to pursue sports, while girls are not. Self-defense classes are not offered for girls. Lower grade teachers are still women while principals and administrators are overwhelmingly male. Students should evaluate the Educational Code and Regulations and make concrete proposals for legislative and administrative changes.

6. Women in Prisons and Jails

Most incarcerated women are there for non-violent acts connected with their low socio-economic status. Their problems are often very similar to those of men in prison. Students may wish to deal with their common situation and problems in a project.
Over two-thirds of the women in California state prisons have minor children. What happens to these children legally, financially and emotionally? Students may wish to deal with this type of problem, which is unique to women.
What is and should be the impact of change (technological and social) on our criminal system of justice? What is the future of our criminal and penal system in the society of tomorrow. Students may wish to explore this area alone, or in conjunction with the entire question of the future of the law.

Gail Falk and Ann Hill
Political Science/Undergraduate

Yale University
70-71

WOMEN AND THE LAW

During the past two years Women and the Law courses have been given at several law schools, and in most of these courses students have written research papers. Many of the materials we will use in our course are the product of work students have done in previous courses. Through the coordinated efforts of men and women (mostly women) at various law schools we are close to being ready to put together a textbook of women and the law materials.

In the second class meeting we shall discuss some of the most well-known Supreme Court opinions on the legal status of women. As you read these cases (listed below), think about how the members of the Supreme Court have viewed women. Consider also how the Court's view of women has either shaped or justified constitutional interpretations of laws affecting women. And lastly, pay close attention to the Court's own rationale for viewing women as a separate or different group of people under laws regarding personal and civil rights.

Bradwell v. State of Illinois, 16 Wall 130 (or 83 U.S. 130) (1872)
Minor v. Happersett, 88 U.S. 162 (1874)
(For a discussion of this case, see Flexner, Century of Struggle, pp. 164-170, on reserve at the Law Library.)
Strauder v. West Virginia, 100 U.S. 303 (1879)
Hoyt v. Florida, 368 U.S. 57 (1961)
(Read Strauder and Hoyt together for a comparison of the rights of Blacks to serve on juries and the rights of women to be jurors.)
Muller v. Oregon, 208 U.S. 412 (1908)
(Compare the "rational scientific approach" of the Court in Muller with the scientific rationality applied by the Fifth Circuit Court of Appeals in a recent decision, Weeks v. Southern Bell Telephone and Telegraph Co.,408 F. 2d 228 (5th Cir. 1969), concerning the need for "special protection" of women workers.)

CONSTITUTIONAL GUARANTEES OF EQUALITY --PART I

A. Theories of Equal Protection

The reading assigned for the first class on equality highlights the major doctrines or theories of equal protection which have been developed by the Supreme Court, as it has interpreted the Equal Protection Clause of the Fifteenth Amendment to the U.S. Constitution. The cases listed below have arisen in areas other than sex, such as race, poverty and criminal law. It is in these cases that the Supreme Court introduced and explained the concepts of state action, reasonable classification, suspect classification and fundamental interest. In the second week on equality we will apply these concepts to cases in the area of sex.

Reading

1. For an overview of equal protection theory and case law, read "Developments in the Law -- Equal Protection," 82 Harvard Law Review 1065 - 1132
2. State Action (optional); Marsh v. Alabama, 326 U.S. 501 (1946); Burton v. Wilmington Parking Authority, 365 U.S. 715 (1961)
3. Reasonable classification: McLaughlin v. Florida, 379 U.S. 184 (1964); Dundridge v. Williams, 397 U.S. 471 (1970)
4. Suspect classification: Korematsu v. United States, 323 U.S. 214 (1944) Loving v. Virginia, 388 U. S. 1 (1967)

5. Fundamental Interest: Skinner v. Oklahoma ex rel. Williamson, 316 U.S. 535 (1942); Griffin v. Illinois, 351 U.S. 12 (1956)

As you read these cases you will quickly notice that the constitutional theories of equal protection are not clearly defined by the Supreme Court. As a result, the opinions of many of the cases assigned above are confusing on the first reading (and on the second reading as well), because the Supreme Court itself deals rather indiscriminately with the four doctrines listed above.

CONSTITUTIONAL GUARANTEES OF EQUALITY--PART II

Women and the Equal Protection Clause

State and federal courts have only recently begun to apply equal protection theories to cases involving sex discrimination. Three areas in whch women have successfully challenged statutes or policies that arbitrarily differentiate between the sexes are jury service, education and criminal law. But the measure of success is still uneven, and the status of women under the Equal Protection Clause is still uncertain. The following cases and articles illustrate the tenuous relationship between sex discrimination and equal protection theories.

(Read at least one case in each category.)

1. Jury service
   a. Federal jury -- Abbot v. Mines, 411 F. 2d 353 (6th Cir. 1969)
   b. State jury -- White v. Crook, 251 F. Supp. 401 (1966)
2. Education
   a. Allred v. Heaton, 336 S. W. 2d 251 (1960). If you have time Missouri ex rel Gaines v. Canada, 305 U.S. 337 (1938), a case about discrimination against blacks in admission to law school.)
   b. Kirstein v. The Rector and Visitors of the University of Virginia, 309 F. Supp. 184 (E.D. Va., 1970). (The order issued by the Court calling for an end to sex discrimination and a three-year plan for desegregating the university is on reserve in the Law Library.)
   c. Williams v. McNair, 39 LW 2142 (D.S.C. Sept. 15, 1970)
3. Criminal Law -- Sentencing
   a. Commonwealth v. Daniel 430 Pa. 642, 243 A. 3d 400 (1963)
   b. U. S. ex rel Robinson v. York, 281 F. Supp. 8 (D. Conn. 1968)
4. Schneider, "Sex: A Suspect Classification" (January, 1971). This paper is on reserve in the Law Li brary.

CONSTITUTIONAL GUARANTEES OF EQUALITY -- PART III

We will focus on the proposed Equal Rights Amendment to the United States Constitution -- its form, its desirability, its impact. One issue that is raised by the reading is whether the Equal Rights Amendment is compatible with a theory of "separate-but-equal" for certain laws and regulations applying to men and women.

1. Brown, Emerson, Falk, Freedman, "Constitutional Basis of Equal Rights for Women" (Second draft)
2. Citizens Advisory Council on the Status of Women, "The Proposed Equal Rights Amendment to the United States Constitution."
3. Plessy v. Ferguson, 163 U.S. 537 (1896)
   This is the famous "separate-but-equal" case in the area of race. (Pay particular attention to the dissent of Justice Harlan.)

ABORTION READING LIST

1. Noonan, John T., The Constitutionality of the Regulation of Abortion, Hastings Law M Journal, Vol. 21, no. 1, November 1969.
2. Doe v. Scott, (U.S.D.C. N.D. ILL. January 29, 1971) Civil Action No. 70 C 395 Memorandum Opinion.
3. Rosen v. Louisianna Boards of Medical Examiners, 318 F Supp. 1217 (1970)
4. Griswold v. Conn. 381 U.S. 479 (1965). Read carefully all the opinions; this is an important but difficult case.
5. U.S. v. Boyd Memorandum of Points and Authorities. OR ---
6. State of Conn. v. Sullman, a Brief Amious Curiae of the Connecticut Civil Liberties Union. (Drafted by Women v. Conn.).
7. Abortion Reform. The Battle Lines are Drawn. Health Pak Bulletin.
8. Optional. Abele v. Markle, Women vs. Connecticut complaint. (1971)

LAWS AFFECTING WORKING WOMEN: THE STRUCTURE OF FEDERAL FAIR EMPLOYMENT LEGISLATION

1. Economic and Social Background (optional if you have done reading about this).
   Twentieth Century Fund Background Paper on Working Women, articles by Weisskoff and Weitzman.

2. Substantive Provisions of the Equal Pay Act and Title VII of the 1964 Civil Rights Act.
   a. Bureau of National Affairs, Labor Policy and Practice series, vol. 6, Fair Employment Practices. Sections 401.29-31; 421. 301-306; 421.001-612,
   b. Equal Employment Opportunities Commission, Laws about Discrimination Against Women, pp. 10-12.
   c. Phillips v. Martin-Marietta, 411 F.2d 1; 416 F.2d 1257; 3 FEP Cases 40 (Sup. Ct. 1970). Read all 3 opinions, in order.
   Cooper v. Delta, 274 F. Supp. 781 (E.D. La. 1967); Sprogis v. United 308 F. Supp. 959.

3. Taking on the Leviathan
   EEOC v. AT&T (brief submitted to the Federal Communications Commission)

SEX DISCRIMINATION IN ELEMENTARY AND HIGH SCHOOL EDUCATION

1. Tracking---Overt and Subtle
   a. Hobson v. Hansen, 269 F. Supp. 401 (D.D.C. 1967); Read the following pages only:
   442-446 ("IV. The Track System" to "C. The Tracks"); 457-458 ("2. Effects of the distribution pattern" to "E. Flexibility in Pupil Programming"); 488-492 ("Conclusion" to "Opinion of Law"); 511-515 ("VI. The Track System" to "headnote 40").
   b. Sisterhood is Powerful, articles by Connie Dvorkin and Alice De Rivera on high school women. A copy is on reserve.
   c. Meyer v. Nebraska, 262 U.S. 390 (1923)
   d. "Extent of Tracking by Sex" (2 pages) or 1969 Handbook on Women Workers 221-225. On reserve.

2. Athletics
   a. Articles on including women on high school teams:
      1. "Should Girls Play on Boys' Teams?" (Good Housekeeping, Oct. 1969)
      2. New York changes rule on women in interscholastic sports (New York Times, 1970).
      3. Hamden girl wants to run on school cross-country team (Modern Times 1970)
   b. Amended Complaint and Plaintiff's Memorandum, Gregorio v. Board of Education (Supreme Court, New Jersey) Xeroxed on reserve.

3. Course Content
   Articles on Curriculum (New Republic article and material on New Jersey "Words and Images" study.) Xeroxed on reserve.

4. Pregnant Women
   a. Perry v. Grenada, 300 F. Supp. 748 (D. Miss.)
   b. "High School Pregnancy," Life (March 1971). Magazine on reserve.

Note: The reason for this patchwork of materials, none of which probe very deeply into the subjects they describe, is that little work has been done on the legal implications of sex discrimination in public education, nor is there a good article that we know of on high school.

AFFIRMATIVE ACTION PLANS

Since passage of the Fourteenth Amendment, efforts to fight discrimination in this country have traditionally focussed on securing equality of opportunity. People justifying the affirmative action plans say they too are merely attempts to secure equality of opportunity. Do you agree with this? If not, why do you think people find it so important to bring their plans within the rhetoric of equality of opportunity? Do you think affirmative action or rigorous enforcement of anti-discrimination laws will better serve women's employment needs over the long run? If you favor affirmative action, do you think the present Executive Order and guideline provide an adequate framework?

1. Materials for HEW review of Yale
   a. Women on the Yale Faculty
   b. HEW Hearings (Folders are on reserve with these names.)

2 Executive Order 11246 as amended by Executive Order 11375.

3 Affirmative Action Guidelines and Sex Discrimination Guidelines.

4 Memorandum, Guidelines, Questions and Answers about the Philadelphia Plan. (This will give you an idea of the mechanics of an affirmative action plan.)

5. Contractors Assn. of Eastern Pa. v. Secy of Labor, (Concentrate on the court's handling of the question whether an affirmative action plan conflicts with the no-discrimination law, Title VII.)

6. Ann Scott, "The Half Eaten Apple: or Univ. of Michigan Women, "The Feminine Mistake" (both in folders on reserve)

EMPLOYMENT OF WOMEN

I. Protective Labor Laws

1. Women's Bureau. Summary of State Labor Laws for Women (March 1969) (in folder on reserve)

2. Hill, Ann. Protective Labor Legislation for Women: Its Origin and Effect (in folder on reserve)

3. Ross, Susan Deller, Sex Discrimination and Title VII. (in folder on reserve)

4 Iredale, Nancy et al. Connecticut Labor Laws for Women (report prepared for Connecticut Legislature suggesting changes in protective labor laws -- last part of report is reprint of Women's Bureau Summary of State Labor Laws for Women, supra) (in folder on reserve)

II. Day Care and the Private Employer

1. Rosenberg, Barbara and Meisel, Susan. Day Care: An Overview. (in folder on reserve)

2. Lafayette, Kate. KLH Child Development Center, Inc. (Two-page description of day care center run by private employer -- in same folder with Rosenberg article)

3. 1969 Handbook of Women Workers, pp. 37-55, (on reserve)

4. Two short articles in Monthly Labor Review (June, 1970) Nash, Edmund, "The Status of Women in the U.S.S.R."; Waldman, Elizabeth K. "Changes in the Labor Force Activity of Women." (Monthly Labor Review of June 1970 is on reserve).

5. Bronfenbrenner, Urie. Two Worlds of Childhood. (This book is comparative study of raising children in U.S. and U.S.S.R. -- read only chapters on Russian experience with child care) (on reserve).

WOMEN, THE FAMILY, AND THE LAW

1. General Background

L. Kanowitz, Women and the Law, Ch. 3, 35-99.

2. The State's Monopoly

Boddie v. Conn., 39 L.W. 4294 (Sup. Ct. Sections) Mar. 2, 1971

3. The State as "the Man"

C. Glassman, "Women and the Welfare System," Sisterhood is Powerful, p. 102; King, v. Smith, 392 US 309 (1968) (Read pt. III carefully; skim the rest)

4. Some Details of the Rights of Husbands and Wives

H. Clark, "The Married Woman's Contracts," Domestic Relations, 226-8. Thompson v. Thompson, 218 U.S. 611 (1910); Marri v. The Stamford St. Ry. Co., 84 Conn. 9; U.S. v. Dege, 364 U.S. 51 (1960)

PUNISHMENT OF WOMEN AS CRIMINALS AND DELINQUENTS

1. Conn. Gen. Stat. Sections 17-379, 18-65. (Xeroxed copy on Women and the Law reserved.)
2. Conn. v. Mattiello, 4 Conn. Cir. 55 (1966) 22 SA 2d 507.
3. Crimes of Status: Robinson v. Calif., 370 U.S. 660 (1961).
4. The Vagueness Doctrine: Smith v. Hill, 285 F. Supp 556 (E.D.N.C. 1968).
5. A. Reiss, "Sex Offenses: the Marginal Status of the Adolescent," 25 Law and Contemp. Probs 309. (Xeroxed copy of selected pages on Women and the Law reserve.)
6. S. Gold, "Equal Protection for Juvenile Girls in Need of Supervision in New York State," (Unpublished paper, N.Y.U. Law School, 1970). (On Women and the Law reserve.)

WOMEN AND THE MEDIA

I. Fairness Doctrine

A. "Public Interest" and the First Amendment

Red Lion Broadcasting Co., Inc. et al. v. Federal Communications Commission, 395 U.S. 367 (1969)

or

B. Applicability of Fairness Doctrine in Handling of Controversial Issues of Public Importance (The Fairness Primer), 2 RR 1901 (1964).

What makes a "controversial issue of public importance"?
Does the context in which the issue is aired make a difference?
Does the Commission think that if a point of view is presented without opposition and as if it were universally held (or widely held by the community), that such a viewpoint is non-controversial?
Does the length of time given to one side of an issue make the difference?
How would you argue that the women's movement and the ideas of women's liberation should be given time to respond to sexist programs or advertisements?
What kind of evidence would you produce to show the importance of the women's issue and to prove that a controversy exists?
What exactly is the duty of "fairness" on the part of an individual station or broadcaster? Does it require "equal time"?
Read Banzhaf v. FCC, U.S. Ct. App. (District of Columbia), Nov. 21, 1968, 14 RR 2d 2061, for discussion of what constitutes a "controversial issue."

II. License Renewal Requirements

A. City of Camden, 16 RR 2d 555 (1969)

To what extent must a station seeking renewal of its license ascertain the needs of the community it serves in order to meet the FCC's ascertainment requirement?

Does the FCC require the station to make a survey of Community needs or of program preferences?

With whom -- what groups and individuals -- must the station consult in determining community needs?

What is likely to be the practical difference between consultation with women as leaders of women's rights groups and consultation with women as members of the general public?

What is the practical effect of the FCC's ascertainment requirement? How closely does the FCC scrutinize the local station's surveys and proposed programming?

B. Agreement between minority groups in New Haven, Fresno and Philadelphia with Capital Cities, following filing of "Petition to Deny" by Citizens Communications Center

Locally, WNHC - TV and AM and FM radio have been purchased by Capital Cities, a New York-based conglomerate. The purchase was challenged by the Citizens Communications Center in behalf of local minority groups, by filing a petition to deny the transfer of licenses with the FCC. Such a petition requires the FCC to hold a hearing on the pending sale, to determine whether it is in the public interest.

Could a women's group use this technique to challenge the sale or transfer of radio and TV stations to corporations that discriminate against women? Would the same issues be raised by women, as by minority groups.

III. FCC Regulations on Discrimination against Women

A. Fair Employment
1. Non-Discrimination in Employment Practices, 13 RR 2d 1645 (1968.
2. Non-Discrimination in Employment Practices of Broadcast Licensees, 19 RR 2d 1571 35 FR 8825 (1970), 23 FCC 2d 430. This rule amended the first rule to include sex.

B. Now Petition to challenge FCC forms, and to compel FCC to amend statutes to prohibit sex discrimination. Read all.

RESEARCH TOPICS

The topics suggested here are subjects we thought you would learn a lot from working on and which would also be helpful additions to the growing body of women and the law materials; as far as we know, no one has written recently or adequately (or, in some cases, at all) about these suggested topics. This list isn't meant to limit the possibilities for research, but please discuss with us any research topic you pick that isn't on the list before you start on it because we are aware of at least some of the pitfalls in many fields. Also, do not assume that a 25-page research paper is the most appropriate work product for each topic; in some cases a model statute with a supporting memo, a handbook, or a detailed proposal for legal or nonlegal action may be more appropriate.

The topics are grouped into general subject headings. We hope that people who choose topics within each area will work together to coordinate their efforts and to plan the class or classes we will devote to the area. By the third class (2-26), and sooner if possible, write a short description of the project you intend to do. We need to have this commitment by then in order to plan the rest of the classes.

History

1. A study of women's legal status in some limited geographical area and time period in American history, with consideration of the relationships between women's legal status and their actual social status.
2. Comparison of the status of black people under slave codes and the legal status of married women in the late 18th century or early 19th centuries. Here too a consideration of the relationshiops between legal status and actual treatment would be very important.
3. Historical comparison of the development of equal protection doctrines for race and sex.
4. Analysis of the changing (or stationary) attitudes of the Supreme Court toward women as revealed in the text of opinions about women. Is there a coherent ideology?

Constitutional Law

1. Most of us have grown up thinking of "separate but equal" as a swear word. Where sex is concerned is it really so bad? Take one kind of institution, such as state school, prison, mental hospital and develop an argument pro or con separate but equal.
2. Consider in detail the impact of an Equal Rights Amendment on one of the following areas of law or institutions: One state's Offenses against Chastity; Fringe benefits in government employment: retirement ages, annuity payments, life, health and maternity insurance; Laws affecting homosexuals, including homosexual marriage; Welfare and Manpower training programs; Armed Services; Prisons and reforms schools; Mental hospitals, hospitals.

Control of the Body

1. What are the rules on consent of medical treatment (including contraception, abortion, sterilization) of minors and married women? What should the rules be? Discuss possible attacks on existing rules.
2. Comparison of laws applying to tubal ligations and vasectomies in the various states. Many of the laws have recently changed. What are the forces pro or con change. What are the laws concerning involuntary sterilization; should laws providing penalities for involuntary sterilization be strengthened, and should laws permitting involuntary sterilization be attacked? How?

3. Griswold v. Conn. is the landmark case in the area of privacy and control of the body. We have in New Haven the people who brought and carried through the suit. A history of the litigation could be fascinating.

Criminal Law

1. A study of prostitution laws in various states and analysis of the possibilities for Constitutional attack on these laws on the grounds that they deny equal protection of the laws, freedom of association, the right to privacy, or other rights.
2. A similar study of the "manifest danger" laws, which are used against teen-aged women, and a discussion of ways of challenging.
3. A study of alternative facilities to prison for teenage women who cannot live at home -- in Connecticut or in 2 or 3 states. An evaluation of what the need is. (To be meaningful you probably should consider facilities for men as well.) This topic was suggested by a law student who works at the State Farm for Women, and who says teenage women are sent there, not because they are "criminals" but for want of a better place to send them.

Other Countries

1. Take one type of law about the status of women (family law, maternity benefits, sterilization, criminal law, inheritance laws, anti-discrimination laws) and compare laws of a number of different countries to our own. If possible, compare both what the letter of the law says, and what the social reality is.

Child Care

1. Analysis of the laws of several states about child care including a discussion of the relationshiops -- explicit and implicit -- between public policies and the laws.

Family Law and Property Rights

1. Analysis of the support system? How do the support laws work? How much do they actually benefit women? Which women?
2. Discussion of the nature of the marriage contract: As current laws and opinions treat it; as it might be if people wrote their own marriage contracts. Consider Lucy Stone's attempt, current practices regarding ante-nuptial agreements. What do we want people to be able to contract away; What do we want to regulate by statute? How should such contracts be enforced?
3. A handbook on how to keep your name if you marry; how to get it back in case of divorce, or during your marriage. Include consideration of the complications of children, multiple marriage.

Employment

1. Study of laws which include domestic workers and laws which except them. What changes in the current laws should be made?
2. A detailed proposal for paying women for doing homework. Should the payments be made by the spouse? the spouse's employer? the state?
3. Take a sex-segregated profession such as law, medicine, education and figure out a comprehensive legal attack and affirmative action plan.
4. A study of state laws pertaining to pregnant women: laws forbidding women to work before and after childbirth, unemployment compensation, disability programs.
5. A study of the sex-discrimination complaints under Executive orders 11246 and 11375 (federal contract compliance), and the results so far?

Develop of the argument that the Executive Orders bar discrimination in admissions (on the theory that admissions is like entry into an apprenticeship program, or under any better theory you come up with).

Government Benefits

1. Discussion of Nixon's proposed regulations and the current regulations (WIN) requiring recipients of AFDC to go to work if work and child care facilities are available. Is this a helpful effort by Nixon to promote women's rights? Is it a good idea?
2. Investigation and analysis of discrimination against unwed mothers, unmarried or separated couples, couples with marital discord in public housing. What should the rules be?

Media

1. Use current FCC licensing guidelines to monitor a local radio station? Do the guidelines provide a usable tool to attack sexist broadcasting? What guidelines would you recommend.
2. A study of the "fairness doctrine." (Requirement of presenting both sides.) Will the doctrine help women?
3. A study of attacks on sex-segregated classified ads and newspapers' response since Title VII was passed.

Education

1. An examination of sex difference in high school athletic programs: What differences in budget and program exist? Find out about recent cases and changes in school policy. What remedies do we want (or what would equality be in this area?)? What remedies can we get and how?
2. How would you go about documenting tracking in individual courses (home ec, shop) and in curriuclum "choices" (business, vocational). What remedies do we want? What remedies can we get?
3. An analysis of the rules about nepotism and their application. To what extent do women bear the brunt of the burden of these rules? How can they be attacked?
4. See employment, #5 on college admissions.
5. A study of sex differentiation and discrimination in elementary school. How would you (or would you) attack this through the law?

Public Accommodations

1. Should Title II of the 1964 Civil Rights Act which forbids discrimination by public accommodations (such as hotels, restaurants, public parks) be extended to forbid discrimination on the basis of sex? Think through the difficulties this would entail.

A collection of reading lists on "Women and the Law," prepared by Barbara Bowman, Ann Freedman, Eleanor Norton, and Susan Ross is available from: Box 89, Yale Law School, New Haven, Conn. 06520, at a cost of $1.50.

C. Booth, M. Keenan, R. Wong
Dept. of Nursing

Russell Sage College
71-72

FEMININITY: ROLES AND CONFLICTS

Text: Greer, Germaine. The Female Eunuch, New York: McGraw-Hill, 1971.

Requirements: Projects, Term paper, final Exam. In addition to the group project and presentation, each student will be required to write an in-depth study of a related area of interest. Students will be guided in the evaluation process. They will participate in self and course evaluations.

Overview: This course is designed to help the student explore her own self-identity, and awareness of the roles women are playing in contemporary society. The student will be provided with an opportunity to examine the various life experiences of women during their adolescent and adult development; such as the birth process, motherhood, career, separation from children, menopause, and the aging process. Conflicts that will be explored will include decisions regarding self-expectations in the educational process, marriage, birth control, abortion, career and personal development.

Methods of Teaching: A variety of methods of teaching will be used. At times the participating faculty will team teach. Students will be responsible individually or in groups for the presentation of some of the concepts of the roles of women and the ways in which they have observed these roles as they are evidenced in our society. In order to achieve this, students will have to become involved in the community at large. The faculty will guide the students in locating the resources available to them. Resource people will be invited to interact with students in the exploration of some of the conflicts surrounding the roles of women.

Since the emphasis in the course is on self-understanding, at least one hour per week will be spent in small groups (8-10 members), where one's feelings, attitudes, and coping mechanisms can be expressed. The participating faculty will act as group leaders.

Objectives:

1. To gain knowledge of the historical roles of the women in a variety of cultures, as a basis for understanding the contemporary beliefs about women.

2. To gain an appreciation of the contemporary attitudes of western culture toward the roles of women.

3. To explore and share our own experiences and feelings about the roles of women in our daily lives.

4. To gain insight into how we come to cope with changing roles and situations throughout the life cycle.

5. To gain knowledge of the biological and psychological functions of women and men in the reproductive process.

6. To explore the care-giving services available in our community which assist people in living to their fullest potential in all roles.

CONTENT	EXPERIENCES
I. Historical Survey	Review literature Assigned readings Independent study
A. Eastern cultures B. Western cultures from prehistoric era through 19th century	
Roles in: Childhood, adolescence, marriage, single woman, middle years, aged.	Seminar and group presentation
II. Contemporary attitudes Women in the 20th century Woman's suffrage World War I World War II 1950-1971	Review literature Group and/or individual projects Small group discussions
III. Biological and Psychological functions of women and men in the reproductive process.	Guest lecturers
A. Biological 1. Anatomy and physiology of reproduction: pregnancy, birth 2. Family planning: Birth control, abortion, sterilization.	Films on reproduction Anatomical models Group discussion Assigned readings Field trips
B. Psychological 1. Attitudes toward reproductions 2. Conflicts surrounding family planning 3. Self-identity: a. Conflicts and coping b. Role identification	Taped interactions of group discussions
IV. Care-giving services in the community	
A. Medical resources B. Psychological resources C. Spiritual resources	Field trips to community resources Guest panelist Assigned readings Group presentations

BIBLIOGRAPHY: Albretcht, Margaret, A Complete Guide for the Working Mother; Anthony, E. James and Benedek Therese, eds. Parenthood: Its Psychology and Psychopathology; Bird, Caroline, Born Female; deBeavoir, Simone, The Second Sex; Erikson, E., The Challenge of Youth; Friedman, Alfred S., Therapy with Families of Sexually Acting-Out Girls; Friedan, Betty, The Feminine Mystique; Loraine, John A., Sex and the Population Crisis; Michener, James, The Quality of Life; Millet, Kate, Sexual Politics; Montague, Ashley, Sex, Man and Society; Peel and Potts, Textbook of Contraceptive Practice; Pomeroy, Wardell, Boys and Sex, Girls and Sex; Stenchever, Morton, Human Sexual Behavior: A Workbook in Reproductive Biology; Stuart, Martha, The Emerging Woman; Tanner, Leslie, Voices from Women's Liberation.

Mary Schwartz
School of Social Policy
and Community Services

SUNY/Buffalo
71-72

NEW PERSPECTIVES ON WOMEN AND SOCIAL CASEWORK

Purpose of Course: The purpose of this course will be to explore the significance of certain new perspectives on women for social work practice. The emphasis is on the word "practice." Students will be expected to examine their own work in field placement. This will involve an exploration of attitudes and values and a broad look at agency practice. Casework materials will be analyzed with a view toward re-examining basic social work concepts from newly-emerging points of view. Articles from the women's liberation movement will be looked at critically. Open to both graduates and undergraduates.

I. CASEWORKERS AS MODELS FOR IDENTIFICATION -- A NEW LOOK AT THE IMPORTANCE OF THE SEX OF THE THERAPIST.

1. Stevens, Barbara -- The Psychotherapist and Women's Liberation, Social Work, July 1971, page 12.
2. Gardner, Jo Ann, "Different Strokes for Different Folks," Psychology Today, September 1970, page 49.
3. Chesler, Phyllis, "Men Drive Women Crazy," Psychology Today, July, 1971, p. 18.

II. REVIEW OF DIFFERENT POINTS OF VIEW OF THE PSYCHOLOGY OF WOMEN

1. Freud, Sigmund -- "On Femininity" -- New Introductory Lectures on Psychoanalysis
2. Erik Erikson, "Women and Inner Space"
3. Weisstein, Naomi -- "Kinder, Kucher, Kirche" as Scientific Law, in Morgan (ed.) Sisterhood is Powerful.
4. Sherfey, Mary Jane, M.D. - A Theory of Female Sexuality, in Morgan (ed.) Sisterhood is Powerful.
5. Shainess, Natalie - "A Psychiatrist's View - Images of Women Past and Present, Overt and Obscured," in Morgan (ed.) Sisterhood is Powerful.
6. Chodorow, Nancy - "Being and Doing: A Cross-Cultural Examination of the Socialization of Males and Females" in Gornick and Moran (eds.) Women in Sexist Society.
7. Bardwick, Judith and Douvan, Elizabeth, "Ambivalence, the Socialization of Women" in Gornick and Moran (eds.) Women in Sexist Society.
8. Bredcher, Edward "Women Rediscover Their Own Sexuality" - Sex Researchers, 1969.
9. Kagan, Jerome, "Acquisition and Significance of Sex Typing and Sex Role Identity" Hoffman and Hoffman, Review of Child Development Research (excellent course review of recent findings).
10. The Sensuous Woman by J. -- (Woman as independent geisha girl)
11. Thompson, Clara, "Psychology of Women" pp. 229-242 The Selected Papers of Clara Thompson, Basic Books, 1964.

III. THE FEMALE CASEWORKER - PROBLEMS OF SELF-DEFINITION

1. Hayes, Dorothy and Varley, Barbara -- "Impact of Social Work Education on Student's Values -- Social Work, July 65. (This article compares male and female social work students, and their "value responses related to education and experience.")
2. Broverman, Broverman, Clarkson, Rosenkrantz and Vogel -- "Sex Role Stereotypes and Clinical Judgements of Mental Health" (Therapists have different definitions of mental health for men and women.) Students will be asked to examine this, not only from the point of view of client goals, but also their own goals as social workers.
3. Horner, Matina - "Why Bright Women Fail," Psychology Today, (Women have as much fear of success as failure.) What is the effect of this phenomenon on self-definition.

4. Scotch, Bernard C. - "Sex Status in Social Work, Grist for Women's Liberation," Social Work, July, 1971.
5. Schwartz, Mary -- "The pregnant social worker, advantages and disadvantages to casework process." (unpublished paper)

IV. CASEWORK WITH INDIVIDUALS AND FAMILIES

1. Lida, Theodore - The Family and Human Adaptation (Statement of family as consisting of complementary roles.) International Univ. Press, 1963.
2. Satir, Virginia "Stress affecting the modern family" Chapter 4 - Conjoint Family Therapy (a fine, succinct statement of how our assigned sex roles at this point in history contribute to difficulties in communication for family partners).
3. Casebook on Family Diagnosis and Practice, F.S.A. (the casework questions presented in this book will be examined from a women's liberation perspective. The Nierman case will then be discussed).
4. Pearlman, Helen - Social Casework, pp. 23, 28, etc.
5. Ackerman, Beatman and Sherman - Expanding Theory and Practice in Family Therapy - This book, (written by 13 men and one woman) will be closely examined to understand the attitudes of family counselors toward male and female role. The verbatim last interview by Ackerman will be discussed to determine what goals are seen for both the mother, father and children.
6. Jackson, Donald, excerpts from Mirage of Marriage - Jackson's quid pro quo concept of marital counseling will be studied.
7. Bernard, Jessie, "The Paradox of the Happy Marriage," in Gornick and Moran (eds.) Women in Sexist Society (Wives make the greater adjustment in marriage, have more at stake. What are implications for family therapy?)
8. Kempton, Sally, "Cutting Loose - Esquire, July, 1970 (A Case Study of Marital Conflict)
9. Pringle, "Counseling Women" CAPS, Spring, 1971.
10. At this point, the student will be expected to bring in a case and examine what has been the treatment goals for male and female clients.

V. CASEWORK AND REPRODUCTION

A. Abortion:
1. Frankford, Evelyn "Social Workers and Abortion," Women, Winter, 1970.
2. Patterson, Robert Dr. A Follow-Up STudy of Women Who Have Had an Abortion A Year Later.
3. A Speaker from Children's Aid about their experience in placing social workers in doctor's offices to work with women who are undergoing an abortion.
4. Speaker from welfare department about experiences in this department.
5. Wait, Adrianne, A Study of Young Black Men's and Women's Attitudes Toward Abortion in Buffalo (unpublished paper).
6. A report by two students, who found how difficult the bureaucracy in Buffalo was for someone who wants an abortion but has almost no money. The Buffalo picture will be discussed with particular emphasis on the role of the social worker in the process of obtaining an abortion. What has it been, what is it now and what should it be?

B. Keeping the Baby:
Some women are freer to have abortions, while others feel freer to have a baby without the benefit of a husband. Thus, what is happening is that women are developing more viable options. There will be a report on whether this change is being seen in maternity homes and influencing social work practices in Buffalo.

C. Adoption:
Changing casework standards for judging the suitability of an adoptive family will be examined.

VI. SPECIAL GROUPS OF WOMEN WHO FORM LARGE PARTS OF SOCIAL WORK CLIENTELE.

A. The adolescent girl
1. Josselyn, Irene, The Adolescent and His World, on the female role, pp. to be assigned.
2. Konopka, Gisela, The Adolescent Girl in Conflict. Konopka is particularly sensitive to how our double sexual standard and our lack of work options for women contribute to the adolescent girl's self-destructive behavior.
3. Rudy, Arthur, "Sex Role Perceptions in Early Adolescence," Adolescence, Winter, 1968-69. This is a particularly useful article, as Rudy breaks it down to class perceptions of sex roles, with some surprising finding.
4. High School Women - Three Views, in Morgan (ed.), Sisterhood is Powerful.

B. The Middle-Aged Woman
1. Bart, Pauline, "Mother Portnoy's Complaints"- Transaction, December, 1970 (overinvolved mothers who lose their maternal roles are the most depressed group).
2. Moss, Zoe, "It hurts to be alive and obsolete -- The Aging Women" by Morgan (ed.), Sisterhood is Powerful.
3. Bell, Inge,"The Double Standard," Transaction, December 1970, (the prestige loss in female aging).
4. Case to be presented by student, of middle-aged women.

VII. The Advocate and Social Broker Roles in Casework

Largely because of the efforts of various women's liberation groups, many more effective resources are available for women, which social workers should be able to help their clients use effectively. The New York State Commission on Human Rights has recently had its powers concerning women expanded, and the Equal Rights for Equal Pay Division of the Dept. of Labor has been extremely effective in Buffalo. NOW has a special lawyer's committee to take legal cases. HEW is conducting investigations of certain institutions (including SUNY at Buffalo) to see if they discriminate against women, etc. Women's groups have become extremely sophisticated about how well various institutions are enforcing specific rights and this kind of knowledge is important for an effective advocate.

One of the most encouraging aspects of this picture is that women are banding together to get more effective treatment. In the best Social Work tradition, women are helping themselves through a concerted united effort that is at the heart of the movement. There are action groups, rap groups, educational groups, etc. all of which should be part of the worker's knowledge in her role as social broker. A report of these resources will be given.

Optional Topics (if there is time, and/or student interest)

VIII. THE WORKING MOTHER

A. The Job Picture
1. President's Task Force on the Status of Women (Excellent short summary of employment problems).
2. Fact sheet on the earning gap.
3. Epstein, Cynthia, Women's Place, a remarkable book about why there are so few professional women.
4. The Spokeswoman, excellent monthly newsletter about specific progress women are making, particularly on employment.

B. The Effect of the Wife's Working on the Family

1. Nye, and Hoffman, The Employed Mother in America, is a collection of well researched articles on such topics as marital interaction, maternal mental health, the husband-wife relationship, etc.; pages will be assigned.
2. Konopka, Gisela, The Adolescent Girl in Conflict -- this book is useful in its description of how work is regarded by many lower class girls.
3. Finley, "Effect of Role in Treatment of Alcoholism," Social Work, Oct. 1966 (presents finding that women working stay in treatment longer than women not working).

IX. BLACK WOMEN AND WOMEN'S LIBERATION

Maids are organizing, women on welfare are marching, black people are dealing with the old and new black stereotypes for males and females. Some black women are in great conflict about the new roles that are expected of them. Are concepts of women's liberation relevant to black women, and what particularly can be learned that would be helpful in casework?

a. From Black Women, Cade, Toni (ed.) Williams, Helen, "The Black Social Worker's Dilemma."
b. Case, "The Pill: Genocide or Liberation."
c. Clar, "Motherhood."
d. Bond and Perry. "Is the Black Male Castrated."

2. Essays from Morgan (ed.), Sisterhood is Powerful
a. "Double Jeopardy, To Be Black and Female," Beal.
b. Norton, Eleanor Holmes, "For Sadie and Maude."
c. Statement on Birth Control - Black Women's Liberation Group.
d. Case to be presented by student.

Mary Daly
Department of Theology

Boston College
Fall, 1971

THE WOMEN'S REVOLUTION AND THEOLOGICAL DEVELOPMENT

This course is open to undergraduate students of Boston College and to seminarians and graduate students of the seven theological schools of the Boston Theological Institute.

The course will be an investigation of how the women's liberation movement can effect basic changes in religious consciousness and in theological formulations. Since it will be dealing with new and exploratory concepts, it will have two aspects. First, there will be some general background on patriarchy, the oppression of women, and the meaning of women's liberation. Second, there will be an exploration of the insights emerging from the movement in an effort to see these in relation to basic theological problems, anticipating the effect these insights can and should have upon spiritual consciousness. Since there is very little material yet available on women's liberation in relation to theology, basic theoretical readings will in some cases be general readings to be criticized, applied, or revolutionized within the perspective of liberation. Since the course will be breaking new ground, its success will depend upon the degree of consciousness and creativity that the combined resources of professor and students bring to it.

I. The nature and conditions of patriarchy.
   Readings from Simone de Beauvoir, The Second Sex; Kate Millett, Sexual Politics; Friedrich Engels, The Family, Private Property, and the State.
II. Sex role socialization.
   Readings from Eleanor Maccoby, The Development of Sex Differences, Also, Naomi Weinstein,"Kinder, Kuche, Kirche as Scientific Law: Psychology Constructs the Female."
III. Christianity as patriarchal religion.
   Readings: Mary Daly, The Church and the Second Sex.
IV. Theoretical basis for change in social structures and religious symbols and values.
   Readings: Peter Berger, The Sacred Canopy.
V. Theological revolution: The problem of God.
   Readings: Paul Tillich, The Courage To Be; Mary Daly, "After the Death of God the Father," Commonweal, March 12, 1971; Mary Daly, "The Courage to See," The Christian Century, Sept., 1971.
VI. Theological revolution: The myth of the Fall.
   Readings from Paul Tillich, Systematic Theology, Vol. II; Thomas Szasz, The Manufacture of Madness. Articles from Notes from the Second Year: Carol Hanisch, "The Personal is Political;" Kathie Peslikis, "Resistances to Consciousness;" Jennifer Gardiner, "False Consciousness;" Pamela Kearon, "Man-hating."
VII. Theological revolution: Christian symbols.
   Readings from Paul Tillich, Dynamics of Faith, Leonard Swidler, "Jesus Was a Feminist," Catholic World, Jan. 1971.
VIII. Theological revolution: The transvaluation of values.
   Readings: Theodore Roszak, "The Hard and the Soft...", in Masculine/Feminine; Linda Thurston, "On Male and Female Principle," The Second Wave, Summer, 1971; Rosemary Ruether, "Male Chauvinist Theology and the Anger of Women," Cross Currents Spring, 1971. Readings from Paul Tillich, Systematic Theology, Vol. I, Part One: "Reason and the Quest for Revelation."

Mary Daly will give a second course, ~~Spring~~ '72, called Women's Liberation and the Church, in which she analyzes "the women's movement as essentially a spiritual revolution that can transform the church's being in the world." Her topics will include:

1) Sisterhood as a revolutionary phenomenon; 2) The Church and sexual caste; 3) Spiritual expatriates: sisterhood as anti-church; 4) The power of presence: sisterhood as church; 5) Toward the future: the sisterhood of man.

Ann Driver and Thayer Greene
Religion Department

New York University
1971-72

SEXUALITY AND THE SACRED

Sept. 27 Orientation and course description. Assignment of personal paper, 3 pp. maximum. Introductory statements: Mr. Greene, Mrs. Driver. Exploratory exercises and discussion.

Oct. 4 ORIGINS: MYTH, RELIGION, AND SEXUALITY I
Reading: *The Sacred and the Profane, Mircea Eliade, Harper Torch book; The Origins and History of Consciousness, E. Neumann, Princeton University Press; The Great Mother, E. Neumann, Bollingen; Woman's Mysteries, M. E. Harding, Pantheon; Sex and Love in the Bible, W. G. Cole, Association Press; The Sacred Fire: The Story of Sex in Religion, B. Z. Goldberg, Grove Press; The Fear of Women Wolfgang Lederer, Grune & Stratton, 1968; The White Goddess Robert Graves, Noonday; Catal Huyuk J. Mellaart; Eros Denied Wayland Young, Grove, 1964, Parts I-IV; Cult of the Mother Goddess E. O. James, Praeger, 1959. General Reference: The Golden Bough J. Frazer, Doubleday Anchor; Hero with a Thousand Faces J. Campbell Meridian.

Oct.11 ORIGINS: MYTH, RELIGION AND SEXUALITY II
Reading: *Was Jesus Married? W. Phipps, Harper,

Oct.18 SEXUALITY IN WESTERN CHRISTENDOM I
1st hour Lecture and discussion. Mrs. Driver.
2nd hour Student paper and discussion.

Reading: *The Witch Cult in Western Europe M. Murray, Oxford; The Devils of Loudun A. Huxley, Harper Torchbook; The Devils a current film based on the Huxley novel; Eros Denied Wayland Young, Grove, 1964, Parts VI-VIII; The European Witch Craze H. R. Trevor-Roper, Harper Torchbook, 1969; The History of Witchcraft M. Summers, University Books, 1956; The God of the Witches Charles Williams and M. Murray.

Oct. 25 SEXUALITY IN WESTERN CHRISTENDOM II
1st hour Lecture and discussion. Mrs. Driver.
2nd hour Student paper and discussion.

Reading: The Allegory of Love C. S. Lewis; *Love in the Western World D. deRougemont; Tristan and Iseult ed. Bedier, Doubleday Anchor 1945; Abelard, Autobiography ED. Cantor, Medieval World, Macmillan ppb; Eloise, Letters, full ed. C. X. S. Moncrieff, London, Chapman, 1925; Heloise and Abelard E. Gilson, Ann Arbor

Nov. 1 SEXUALITY EAST AND WEST
1st hour Lecture and discussion. Mr. Greene.
2nd hour Student paper and discussion.

Reading: *Nature, Man and Woman Alan Watts, Vintage; Marriage East and West D. & V. Mace, Dolphin Books; Kama Sutra many paperback editions.

Nov. 8 COMPARATIVE PATTERNS OF SEXUALITY
1st hour Discussion of Mead. Mr. Greene and Mrs. Driver
2nd hour Student paper and discussion.

Reading: *Male and Female M. Mead, Mentor.

Nov. 15 THE PSYHOLOGY OF THE FEMININE I
1st hour Lecture and discussion. Mr. Greene.
2nd hour Student Paper and discussion.

Reading: *The Feminine A. Ulanov, Northwestern University Press; The Way of All Women M. E. Harding, C. G. Jung Foundation; Woman's Mysteries M. E. Harding, Pantheon; The Origins and History of Consciousness, S. Neumann, Princeton; Amor and Psyche E. Neumann, Harper Torchbook; "The Moon and Matriarchal Consciousness, E. Neumann Spring; "The Animus and Impersonal Sexuality," R. M. Stein, Spring 1970; "A View of Love and Religion from a Psychotherapist's Cave," J. M. Spiegelman, Spring 1970; The Feminine in Fairy Tales," M. L. von Franz; The Second Sex S. de Beauvoir, Bantam; The Diary of Anais Nin G. Stuhlmann, ed., Harvest;

Nov. 22 THE PSYCHOLOGY OF THE FEMININE II
1st hour Lecture and discussion. Mrs. Driver.
2nd hour Student paper and discussion.

Reading: *The Golden Notebook D. Lessing, Ballantine.

Nov. 29 THE PSYCHOLOGY OF THE MASCULINE
1st hour Lecture and discussion Mr. Greene.
2nd hour Student paper and discussion.

Reading: *The Flight From Woman Karl Stern, Noonday Press; The Male Myth H. M. Ruitenbeek, Dell; The American Male M. Brenton; The Male Attitude C. W. Ferguson, Little Brown; The Origins and History of Consciousness E. Neumann, Princeton; Apuleius Golden Ass M. L. von Franz; Puer Aeternus M. L. von Franz.

Dec. 6 THE PSYCHOLOGY OF THE MASCULINE II
1st hour Remarks and discussion. Mrs. Driver.
2nd hour Student paper and discussion

Reading: *Men In Groups Lionel Tiger, Vintage.

Dec. 12 To be determined later.

Jan. 3 CONTEMPORARY POLEMICS AND DIALOGUE
1st hour Remarks and discussion. Mr. Greene, Mrs. Driver.
2nd hour Student paper and discussion

Reading: *Love and Liberation, Lisa Hobbs, McGraw Hill; or *The Prisoner of Sex, Norman Mailer, Little Brown; The Female Eunuch, G. Greer; Sexual Politics, K. Millett, Equinox Books.

In addition to the first three page paper, each student is expected to hand in two other assignments:

1. a 5-6 page paper on one book, chosen from the optional lists, due not later than the Friday before that subject is to be discussed. These papers should be written to be read in class and to provoke discussion; they should include a brief summary of the contents of the book, as the rest of the class will not have read it.

2. a 15 page paper, due on the last day of the course, Jan. 3, on an area of the course other than that of your 5 page report.

Rona Zevin
Department of City
Planning

University of Pennsylvania
Spring 1971

THE ROLE OF WOMEN IN SOCIETY

This course will be an investigation of the function that modern American women serve in our society. Focusing on this problem, the course will study the nature of change at a theoretical level. It will analyze the structural implications of the role of women, as a group, and the function this role plays in stabilizing society.

The prime thesis behind this course is that the theoretical nature of a problem must be understood in order for that problem to be solved. The seminar will examine two types of change: change in the functional role of women due to an evolving societal structure and the nature and form of the change necessary to liberate both men and women.

The course, which is open to both undergraduates and graduate students, will be student run, with the participation of guest lecturers. All students should plan to work individually or cooperatively on a project for class presentation.

COURSE OUTLINE

I. Introduction
The role of women in American society today.
Changes that women are trying to implement.

II. Women's Role as Defined by Societal Institutions
Law, Media, Church, Welfare, Educational System, Economic System, Family, Prostitution, The Counter-Culture

III. Historical Movements for Changes
1. Women and the Abolitionist Movement
2. Feminist Movement - The Seneca Falls Convention of 1848
3. The Suffrage Movement

IV. The Socialization Process
Why Women Have Accepted their Role
The Function of Ideology

V. The Present
Through an understanding of history, ideology and the institutions of society.
How can we understand the role of women in American society today.
Why have past movements failed to bring about a change in women's roles?

VI. The Future - Incremental vs. Structural Change
1. What are the implications of the short-range goals of the women's movement?
2. What can this tell us about the implementation of long-range goals?
3. How do we begin implementing both long and short rang goals?

(A lengthy bibliography of books and articles follows -- available from the instructor.)

Cynthia B. Lloyd
Economics

Barnard College
71-72

THE ROLE OF WOMEN IN ECONOMIC LIFE

(Bibliography: Partial & Tentative)

I. Introduction: Women's Two Roles

G. S. Becker, "The Allocation of Time," Economic Journal, Sept. 1965.

Alva Myrdal and Viola Klein, Women's Two Roles: Home and Work (London, Routledge & Kegan Paul Ltd., Second Edition, 1968).

"American Women," Report of the President's Commission on the Status of Women (U.S. Government Printing Office, Washington, 1963).

Ester Boserup, Women's Role in Economic Development (St. Martin's Press, New York, 1970).

II. Education

G. S. Becker, Human Capital; A Theoretical and Empirical Analysis, with Special Reference to Education (National Bureau of Economic Research, New York, 1964).

Helen S. Astin, The Woman Doctorate in America; Origins, Career and Family (Russell Sage Foundation, New York, 1969).

Lawrence E. Dennis, ed. Education and a Woman's Life, American Council on Education (Washington, D. C., 1963).

Jessie Bernard, Academic Women (The Pennsylvania State University Press, Pennsylvania, 1964).

III. Marriage and Divorce

William J. Goode, Women in Divorce (The Free Press, 1956).

Gary North, "A Note on the Opportunity Cost of Marriage," Journal of Political Economy, Mar.-Apr., 1968.

Frederika Santos, Marital Instability and the Relative Wage of Females (yet to be completed Ph.D. dissertation for the Department of Economics, Columbia University).

IV. Fertility

G. S. Becker, "An Economic Analysis of Fertility," Demographic and Economic Change in Developed Countries (Princeton, 1960).

J. Clare Ridley, "Fertility and Non-Familial Activities of the Wife," Milbank Memorial Fund Quarterly, July, 1959.

Samuel Preston, "Marital Fertility and Female Employment Opportunity," Paper Presented at the Annual Meetings of the Population Association of America, Apr. 22-24, 1971.

V. Female Labor Force Participation

Juanita Kreps, Sex in the Marketplace; American Women at Work (Johns Hopkins Press, Baltimore, 1971).

Glen Cain, Married Women in the Labor Force (University of Chicago Press, 1966).
Jacob Mincer, "Labor Force Participation of Married Women," Aspects of Labor Economics (Princeton, 1960).

Valerie K. Oppenheimer, The Female Labor Force in the United States: Demographic and Economic Factors Governing its Growth and Changing Composition (Berkeley: Institute of International Studies, University of California, 1970).

J. N. Hedges, "Women Workers and Manpower Demands in the 1970's," Monthly Labor Review, Vol. 93 (6), June 1970.

E. K. Waldman, "Changes in the Labor Force Activity of Women," Monthly Labor Review, Vol. 93 (6), June, 1970.

Gertrude B. McNally, "Patterns of Female Labor Force Activity," Industrial Relations, May 1968.

Valerie Oppenheimer, "The Sex Labeling of Jobs," Industrial Relations, May, 1968.

Gertrude Bancroft, The American Labor Force: Its Growth and Changing Composition (John Wiley & Son, N. Y. 1958).

W. G. Bowen and J. A. Finegan, The Economics of Labor Force Participation (Princeton University Pr., Princeton, 1969).

U. S. Women's Bureau, 1969 Handbook on Women Workers, Bulletin No. 294, Washington, D. C.

VI. Economic Discrimination

G. S. Becker, The Economics of Discrimination (University of Chicago Press, 1966).

A. E. Bayer and H. S. Astin, "Sex Differences in Academic Rank and Salary Among Science Doctorates in Teaching," Journal of Human Resources, Spring, 1968, Vol. 3 (2).

Henry Sanborn, "Pay Differences Between Men and Women," Industrial and Labor Relations Review, July, 1964.

U. S. Women's Bureau, Sex Discrimination in Employment Practices, Report on a conference held at University of California at Los Angeles, Washington, D. C., 1970.

Thomas E. Murphy, "Female Wage Discrimination: A Study of the Equal Pay Act, 1963-1970," Univ. of Cincinnati Law Review, Fall, 1970.

Vernon T. Clover, Changes in Differences in Earnings and Occupational Status of Men and Women 1947-1967 (Lubbock Texas Tech., University, 1970).

VII. Government Policy

U. S. Women's Bureau, Laws on Sex Discrimination in Employment, Washington, 1970.

Interdepartmental Committee on the Status of Women, American Women, 1963-1968, Washington, 1968.

W.Landes, "The Economics of Fair Employment Laws," Journal of Political Economy, Vol. 74 (4, Part 1), July-Aug. 1968.

Alva Myrdal, Nation and Family (Harper & Bros., New York 1941).

United Nations, Measures, Policies and Programmes Affecting Fertility, to be published in December, 1971.

VIII. Historical Comparisons

Robert W. Smuts, "The Female Labor Force: A Case Study in the Interpretation of Historical Statistics," Journal of American Statistical Association, March,1960.

Robert W. Smuts, Women and Work in America (N.Y. Columbia Univ. Press, 1959).

Mabel Newcomer, A Century of Higher Education for American Women (Harper & Bros., N. Y.,1959).

IX. International Comparisons

Norton T. Dodge, Women in the Societ Economy (The Johns Hopkins Press, Baltimore,1966).

Murray Gendell, Swedish Working Wives: A Study of Determinants and Consequences (The Bedminister Press, Totowa, New Jersey, 1963).

Andrew Collver and Eleanor Langois, "The Female Labor Force in Metropolitan Areas: An International Comparison," Economic Development and Cultural Change, X, July, 1962.

Francoise Gueland-Leridon, Le Travail des Femmes en France (Institute National d'Etudes Demographiques Commissariat General du Plan d'Equipment et de la Productivite; Travaux et Documents, Cahier No. 42, Presses Universitaires de France, Paris, 1965).

J. Berent, "Some Demographic Aspects of Female Employment in Eastern Europe and the USSR,"International Labour Rev. Vol. 101(2), Feb., 1970.

E. Nash, "The Status of Women in USSR," Monthly Labor Rev. Vol.93(6), 6/71.

John Durand, "Regional Patterns in International Variations of Women's Participation in the Labor Force," Paper Presented at the Annual Meetings of the Population Association of America, Apr. 22-24, 1971.

O.E.C.D., Employment of Women, Regional Trade Union Seminar (Paris, 1970).

Janet Salaff, "Female Employment and Fertility in China," Paper presented at the Annual Meeting of the Population Assoc. of Amer., Apr. 22-24, 1971.

United Nations Commission on the Status of Women, Participation of Women in the Economic and Social Development of Their Countries, New York, 1970.

Tanya Roberts
Economics

University of Washington
71-72

THE ECONOMICS OF RACE, SEX AND AGE DISCRIMINATION

I. Background information on the nature of the discrimination problem.
a. Sex: "The Feminine Utopia," Horizons, Winter, 1971.
Chap. II of SEXUAL POLITICS, Kate Millett, 1971; "The Feminine Mistake," Esquire, Ja 71, Mr 71, Apr 71; "Profiles; founding cadre: personalities of and dialogues among some Members of a New Women's Liberation Group," New Yorker, Nov. 28, 70; THE DIALECTIC OF SEX.

b. Race: MANCHILD IN THE PROMISED LAND, Claude Brown; ANOTHER COUNTRY, James Baldwin.

c. Age:

II. Summary and review of economic tools
a. Supply and demand in the labor market in the perfectly competitive model *labor market chapters from a standard text.

b. What implicit assumptions are made in the derivation of a social welfare function from the perfectly competitive model? Why is GNP then used as a proxy for social welfare? Or is it the unemployment rate? Is the "socially optimum" distribution of income, that income which maximizes the rate of growth of GNP?
*"Elements of Welfare Economics" & "Foundations of Economic Policy" chapt. 25, 26 in Michael Brennan THEORY OF ECONOMIC STATICS, 1970.
*"Neo-Classical Welfare Economics & Individual Development," M. Herbert Ginnis, The Review of Radical Political Economics, July, 70.
*Theory of Welfare Economics," Chap. 16 in MICROECONOMIC THEORY, C.E. Ferguson, 1966.
"The Simple Analytics of Welfare Maximization," American Economic Review, 57, F.M. Bator.
*The Income Distribution as a Pure Public Good," Lester C. Thurow, Quarterly Journal of Econ., May, 1971.

III. Exploration of the theoretical causes and dynamics of objective discrimination and subjective discrimination.
A. Inside the framework of the competitive model discrimination can occur because:

1. Employers, employees or consumers may have a taste for discrimination and they purchase discrimination in the marketplace just as they purchase any other good. How can these types be distinguished? (For example, consumers can discriminate against a black architect but would not be able to discriminate against a firm hiring women on the assembly line that produced frozen corn.)
*"A Framework for the Analysis of Interurban Negro-White Economic Differentials," Raymond Franklin, Industrial & Labor Relations Review, April 1968.
THE ECONOMICS OF DISCRIMINATION, Gary Becker, 1957.
*Traditional Microeconomic Analysis of Racial Discrimination: A Critical View of Alternative Approach" R. Franklin and M. Tanzer in Mermelstein's Economics: Mainstream Readings and Radical Critiques, 1970.

2. Various classes of workers are discriminated against because:

a. They choose not to invest in the objective skills which are necessary for the better jobs or these groups have a lower job tenure rate (which means the employer has a smaller time period in which to recover the fixed hiring, training, and learning curve costs associated with any new employee). Then we have to ask, why are these choices made? Are they independent of the economic structure or does the economic structure "channel" and elicit these choices?

MANPOWER REPORTS OF THE PRESIDENT, APRIL every year.
Economic Report of the President,
*Job Tenure of Workers in Jan. 66, U.S. Dept. of Labor, Bureau of Labor Statistics, Special Labor Force Report #77.
*"Facts About Women's Absenteeism & Labor Turnover," USDL, Wage & Labor Standards Administration, Women's Bureau, Aug. '69.
*Labor as a Quasi-Fixed Factor," Walter Oi, Journal of Political Economy, Dec. '62.
Annual STATISTICAL ABSTRACTS (for sources of information on ed, etc.).
"Employment and Earnings" for wages by industry, BLS.
"Current Population Reports," Bureau of Census for income by occupation and "one-in-one thousand" Sample of Census of population and housing.
BLS Handbook of Methods" - ch. 3 on Labor Turnover - Bull 1458, USDL, Oct. 1966.
The Student Economists Handbook- Andreano & Faber (where to find various data).

b. There are imperfections in the human capital market.

*POVERTY & DISCRIMINATION, ch. 5, Lester Thurow, 1969.
"Human Capita" ch. 23, Theory of Economic Statics, M.J. Brennan, 1970.

3. Information is costly for employers to collect and it may be more expensive for employers to accumulate data on the expected productivity and job tenure of women, blacks or those over 45 because of either their few numbers, the greater variance within the group (as compared with young white males) or lags as these groups become better educated and acquire the job experience necessary for the higher paying and higher status jobs.

ENVIRONMENTAL ECONOMICS, Crocker & Rogers, ch. 5, 6, 7, 1971.
(Example of how transactions and information costs do alter the distribution of income.)
"The Returns from Information and Their Diminution," AN ECONOMIC THEORY OF DEMOCRACY, Anthony Downs.

4. The dynamic nature of the marketplace may allow firms to maximize secondary objectives after meeting some target rate of profits. In other words, rents are not immediately capitalized and this reduction relaxation of strict and automatic maximization of $ profits allows firms to subjectively discriminate without going bankrupt.

*"Alternatives to profit maximizing," p. 267-70 in THEORY OF ECONOMIC STATICS, M.J. Brennan, 1970.
*"Theories of Decision Making in Economics," Amer. Ec. Rev. June, 1959. Herbert A. Simon.

5. It is not obvious that the employers or the capitalists lose profits if they choose to discriminate. Depending on the elasticities of demand and supply for the discriminated-against-workers, the lower wage rates

employers pay may more than offset the quantity effect (of not hiring the discriminated-against-workers until their Marginal Value Product is equal to the going wage). Thus there is a difference in the micro implications of one employer deciding to discriminate and the macro implications of a large number of employers discriminating.

*"The Economics of Racism," by Michael Reich in PROBLEMS IN POLITICAL ECONOMY, David Gordon, ed., 1971.

*"Laurel Strike is Broken," Robert Anclavage in Merlmestein's ECONOMICS: Mainstream Readings and Radical Critiques, 1970.

B. The competitive model may not apply to many labor markets and the existence of oligopsony or bilateral oligopoly would allow the firm to subjectively discriminate without going bankrupt since there is no reason to expect the equating of Marginal Factor cost for the laborers, their wage rate, and their Marginal Value Product.

*"Oligopoly," pp. 243-66, Brennan, THEORY OF ECONOMIC STATICS, 1970.

*"The Influence of Unions on Relative Earnings," "Evaluation and Prediction," ch. 4 and 12, ECONOMIC OF TRADE UNIONS, Albert Rees, 62.

*"An Evaluation of the Economic Analysis of Unionism," Robert Macdonald, Industrial and Labor Relations Review, April 66.

C. The Marxian dialectic is a better explanation of the functioning of labor markets than the competitive model and discrimination of women, blacks and those over 45 occurs as a result of the oppression of workers.

*"The Labor Theory of Value and the Theory of Exploitation," pp. 29-105 in MARX ON ECONOMICS, Robert Venable, ed. forward to THE POLITICS OF ECONOMIC GROWTH, Paul Baran, 1970.

IV. Introduction to the statistical techniques which have been used in evaluating the extent of discrimination in the marketplace.

*HOW TO LIE WITH STATISTICS

*"Marked Women in the Labor Force: An Analysis of Participation Rates," Malcolm Cohen, Monthly Labor Review, Oct. 69.

APPLIED ECONOMETRICS, ch. 1 and 2, Potluri Rao & Roger Miller, 1971.

V. Studies on the extent of discrimination in the marketplace.

a. Sex: *Victor Fuchs, forthcoming National Bureau of Economic Research publication also in Monthly Labor Review, May 1971.

*"The Economic Exploitation of Women," Marilyn Goldberg, Liberation Magazine, Oct. 69.

*"The Place of American Women," Joan Jordan in Merlmestein: ECONOMICS: MAINSTREAM READINGS AND RADICAL CRITIQUES, 1970.

1969 HANDBOOK OF WOMEN WORKERS, Women's Bureau Bulletin 294, Wage & Labor Standards, USDL.

b. Race: *Economics of the Race Problem," Walter Heller, Social Research, Winter, 1970.

*"The Negro Job Situation: Has It Improved," USDL, BLS, Special Labor Force Report 102.

*James Gwartney, several articles in recent issues of American Eco. Rev.

"The Negro Worker in the Chicago Labor Movement," HM Baron and B. Hymen in THE NEGRO AND THE AMERICAN LABOR MOVEMENT, Julius Jacobson, ed.

"The Effect of Discrimination on Earnings: Evidence from Military Test Scores," David O'Neill, Journal of Human Resources, Fall '70.
*"The Political Economy of Black Capitalism," Barry Bluestone, PROBLEMS IN POLITICAL ECONOMY, David Gordon, ed., 1971.
*"Perspectives on Black Economic Development," William Tabb, Journal of Economic Issues, Dec. 1970.

VI. If discrimination does exist, can the political system be effectively used to eliminate both objective and subjective discrimination?

a. How responsive is the political process to the strongly held views of minorities or "oppressed" peoples?
*"Political Organization," Robert Bish, THE PUBLIC ECONOMY OF METROPOLITAN AREAS, 1971
"The Theory of Economic Regulation," Stigler, Bell Journal, Spring '71.

b. How easily can institutions be changed and how responsive are they to political pressure?
*"An Economic Theory of the Growth of the Western World," North and Thomas, Economic History Review, Apr. 1970.

c. If legislation attempts to eradicate the objective factors of discrimination (providing more and better education and job training) and the subjective discrimination by declaring it illegal, is it likely that this legislation will be enforced?
*"Systems Analysis and the Political Process," James R. Schlesinger, Journal of Law and Economics, Oct. 1968.
*"Equal Pay for Equal Work," Bull 800, USDL, Wage and Hour Div.
*Civil Rights Act.
*"Sex Discrimination: Campuses Face Contract Loss over HEW Demands, Science, Nov. 20, 1970.
*"Sex and the Single Arbitrator," Industrial and Labor Relations Review, Apr. '71. (History of Court Decisions on Sex Discrimination.)
"Bar Women: N.Y. City Bar Association Decides to Admit Women" Time, 5-24-37.

d. Are the discriminated-against groups likely to get together and exert political pressure?
*"Black Liberation and Women's Lib," Trans-Action, Nov. '70.
*"Black Woman and Woman's Liberation," Ebony, Mar. '71.

Peggy Gold
Medieval History

Stanford University
71-72

WOMEN IN THE MIDDLE AGES

I will lecture occasionally, but emphasis will be on general discussion of assigned reading. Besides the reading, each student will prepare a 20-minute oral report. A 1-2 page outline of the report and a bibliography will be handed in. Student work will be evaluated on the basis of the report, with the possibility of upward adjustment on the basis of the student's general classroom participation. I will use the standard grading system, with pass-fail option.

The course will be organized topically. After a general introduction and a brief glimpse at the image of woman in medieval art (using slides), we proceed from the material condition of women, to their participation in political life, to their participation in religious life, to their image in medieval religion, to their image in medieval literature, ending with the image of women in female medieval authors. The first week I will lecture. All succeeding classes will be a combination of informal lecture and discussion of the assigned reading. Starting in the third week, there will be two oral reports, with discussion of those reports, in the second hour of each class. The course will be aimed at providing a body of factual knowledge about medieval women, as well as developing the student's ability to interpret a medieval text.

(A partial list of suggested topics for oral reports are listed each week. An asterick indicates a mandatory topic.)

1) Introduction: The Middle Ages and the Study of Women's History

2) The Image of Woman: Medieval Art

3) Secular Life: THE SOCIO-ECONOMIC POSITION OF WOMEN
   Reports: *The Legal position of women; Prostitution in the Middle Ages; Women in Medicine; The Goodman of Paris; The Paston Letters

4) Secular Life: POLITICS
   Reports: Eleanor of Aquitaine; Blanche of Castile; Anna Comnena; Joan of Arc

5) Religious Life: THE CLOISTER AND RELIGIOUS MOVEMENTS
   Reports: *Heloise. (further readings); The Ancrene Wisse; Beguines

6) Religious Life: WOMEN MYSTICS AND SAINTS
   Reports: *Women saints' lives; Juliana of Norwich; Witches; Margery Kempe

7) Religious Image: WOMEN IN THEOLOGY AND POPULAR RELIGIOUS WRITINGS
   Reports: The Play of Adam; *Miracles of the Virgin

8) Literary: THE LITERATURE OF AN EARLY MEDIEVAL SOCIETY
   Reports: Niebelungenlied; Gudrun; French Chansons de Geste

9) Literary: COURTLY LOVE AND ITS SEQUELS
   Reports: Chretien de Troyes; Tristan and Iseult; Fabliaux; Romance of the Rose; Dante

10) Literary Image: and Action WOMEN WRITERS AND MEDIEVAL FEMINISM
    Hrotsvitha,
    Reports: Assorted medieval poetesses (Beatritz de Dia, Agnes de Navarre-Champagne), Further readings in Marie de France or Christine de Pisan.

REQUIRED READING LIST

1) Introduction: The Middle Ages and the Study of Women's History. No reading.

2) The Image of Woman: Medieval Art
Eileen Power, "The Position of Women," in Crump and Jacob, The Legacy of the Middle Ages, pp. 401-35; E. E. Evans-Pritchard, "The Position of Women in Primitive Society," in The Position of Women in Primitive Society and Other Essays, pp. 36-58; The Tres Riches Heures of Jean, Duke of Berry; Adam and Eve. These two picture books will be on reserve. The students will also be asked to browse through the library's collection of medieval art books.

3) Secular Life: The Socio-Economic Position of Women
David Herlihy, "Land, Family and Women in Continental Europe, 701-1200" Traditio, 18 (1962), 89-121; Eileen Power, Medieval People, pp. 99-124; Margaret Wade La Barge, A Baronial Household of the 13th Century, pp. 38-52.

4) Secular Life: Politics
Gregory of Tours, History of the Franks, selections; Procopius, The Secret History, selections; Marion F. Facinger, "A Study of Medieval Queenship: Capetian France, 987-1237," Studies in Medieval and Renaissance History, 1968, pp. 1-47.

5) Religious Life: The Cloister and Religious Movements
R. W. Southern, Western Society and the Church in the Middle Ages, pp. 309-331; The Letters of Abelard and Heloise, selections.

6) Religious Life: Women Mystics and Saints
H. O. Taylor, The Medieval Mind (Chap. XX: Mystic Visions of Ascetic Women, pp. 458-86); Catherine of selections from her writing.

7) Religious Image: Women in Theology and Popular Religious Writings
John of Salisbury, Thomas Aquinas, Jacobus de Voragine: selections from their writings.

8) Literary Image: The Literature of an Early Medieval Society: Laxdaela Saga.

9) Literary Image: Courtly Love and Its Sequels
Andreas Capellanus, The Art of Courtly Love, selections; Angel Flores, ed., An Anthology of Medieval Lyrics, selections: Geoffrey Chaucer, The Canterbury Tales, (The Wife of Bath's Tale.)

10) Literary Image and Action: Women Writers and Medieval Feminism
Marie de France, selections from her writings; Christine de Pisan, selections from her writings.

In addition, all students are strongly recommended to read at their "leisure" over the quarter The Fear of Women by Wolfgang Lederer. If you don't know this book, take a look -- description of myths from various ages and cultures.

S. Johansson
K. Casey

University of California/Berkeley
Spring 1971

HISTORY OF EUROPEAN WOMEN - 17th - 20th CENTURIES

April 1 Introduction and summary of last quarter.

April 6 The Renaissance Queens and the Status of Ordinary Women. Role Reversals and the Sex War in Renaissance England.

April 8 The Two Faces of Protestantism, Counter-reformation and Women
Read: (April 6): Three Shakespearean Comedies - As You Like It; Much Ado About Nothing; Merry Wives... Xeroxed selection from C. Camden; The Elizabethan Woman (pp. 240-271); (April 8): John Know, First Blast of the Trumpet Against the Monstrous Regiment of Women (xerox.); Keith Thomas, "Women and the Civil War Sects" (xerox).

April 13 The Law and Woman in Early Modern Europe; Women in the Professions.

April 15 The 90% Women as Peasants, and The Witch Persecutions in England.
(April 13) Read: Virginia Woolf A Room of One's Own; Linda Nochlin, "Why Have There Been No Great Women Artists?" Art News, January 1971; (April 15): Peter Laslett, The World We Have Lost, Chapt. 3-6; (Sg) A. MacFarlane, Witchcraft in Tudor and Stuart England.
PANEL: Women as Peasants. Work Problems before Industrial Revolution

April 20 The Eighteenth Century: Middle Class Life, Transformation of the Position and Image of Middle Class Woman, Myth of Feminine Evil Transformed.

April 22 Women and the Enlightenment; The Aristocratic Woman.
Read: April 20: Henry Fielding, Joseph Andrews/ or/Jane Austin Pride and Prejudice or Emma or/G. B. Taylor, The Angel Bakers or Sisterhood is Powerful; April 22: Mdm. DeLaTour Du Pin, America or E. and J. de Goncourt, Women of the 18th Century, pp. 1-96 or Mlle. R. LaFayette, Princess of Clèves. PANEL: Secular Thought and Women Friends or Foes?(April 22)

April 27 French Revolution and Early Modern Feminism

April 29 Industrial Revolution and Working Women. Read: April 27, Elizabeth Racz, "The Woman's Rights Movement and the French Rev," in Women: A Journal of Liberation, Vol. 1, no. 4; G. R. Stirling Taylor, Mary Wollstonecraft, Vindication of the Rights of... April 29: Margaret Hewlitt, Wives and Mothers of Victorian Industry; Hannah Mitchell, The Hard Way Up (Xerox).
PANEL: What Did Industrial Rev. Mean to Working Women?

May 4 Social Background to Feminist Revolt. Victorian Family Life and Oppression of Women.

May 6 The Militant Feminists, The Violent Middle Class Ladies of 19th century England. Read: J. S. Mill, "Subjection of Women" ; F. Nightingale, "Cassandra"; Kate Millett, Sexual Politics, pp. 1-67. Anny Kenny, Memoirs of a Militant; Ray Strachey, Struggle.
PANEL: Kate Millett: Is Class or Sex More Important in Effecting Woman's Existence?

May 11 Socialism and Women. Part I Theory; also, Feminism and Class Divisions

May 13 Part 2. Practice. Read: May 11, Marx plus others on The Woman Question; Engels, Origin of the Family; Dittoes.

Biography of either, Eleanor Marx Rosa Luxembourg, Beatrice Webb, Anny Besant, Emma Goldman or any other Socialist heroine.
PANEL: May 11, Theory of Women in Socialism/ May 13: Practicing What One Preaches.

May 18 Liberated Women and Their Men, Salome and Werfel; Male Allies and Enemies: Ibsen and Strindberg.

May 20 Late Victorian Crisis of Masculinity; Is It Connected to the First World War? Read: Ibsen, Six Plays; Strindberg, Six Plays;
May 20: Kate Millett, pp. 157-233; S. Hynes, Edwardian Frame of Mind; Chapt. VI, "The Trouble with Women;" T. Rosak, "The Hard and the Soft," in Masculine/Feminine.

May 25 The Russian Revolution and Reaction

May 27 The Fascist Regression to Barbarism; Read: Wilhelm Reich, The Sexual Revolution, (mostly on Russia) plus Dittoes; Millett, pp. 159-68.
PANEL: Comparing Women in Stalinist Russia and Hitler's Germany. With The West in the Depression.

June 3 Feminism after the Vote; The Family in the Early Twentieth Century. Intellectual Women.

June 5 Conclusion and Final Reports. Read: Dittoes of Panel; June 3.
PANEL: Intellectual Women in the Twentieth Century; Simone de Beauvoir, Simone Weil; Virginia Woolf, Gertrude Stein.

Barbara Stoler Miller and
John Meskill

Barnard College
1971-72

READINGS IN ORIENTAL STUDIES: THE RELATIVE ROLES OF MALE AND FEMALE

Section I: China in Early Times

The readings in this section indicate an early development of prescriptions regarding the relationships of men and women, a wide variation in practice beyond such prescriptions, and the development of characteristic attitudes about the moral and emotional relationships.

1. The classical setting: The Chou Dynasty.

H. G. Creel. The Birth of China. Ungar publ., 1961, pp. 276-309.
From the Book of Songs: C. Birch, ed., Anthology of Chinese Literature Grove, 1965, pp. 5-20.
From Intrigues of the Warring States: B. Watson, Early Chinese Literature. Columbia, 1962. pp. 74-91.
Optional - A religious theory of sexuality: H. Maspero, "Les procedes de 'nourrir le principe vital' dans la religion Taoiste ancienne," Journal Asiatique 229 (1937). pp. 379-413.
Women in early fiction: W. Bauer & H. Franke, ed., The Golden Casket. New York, 1964. pp. 42-57: "Princess Purple Jade" and "The Emperor and the Two Sisters."
The early imperial setting: M. Loewe, Everyday Life in Early Imperial China. London, 1968. Ch. IV, "Social Distinctions..." pp. 54-63.
Women in history (Optional): Ssu-ma Ch'ien, "The Empresses," in Records of the Grand Historian of China, tr. B. Watson. I: 379-392.
N. L. Swann. Pan Chao: Foremost Woman Scholar of China. New York, 1932. pp. 25-51, 61-116, 133-154.
C. P. Fitzgerald. The Empress Wu. Melbourne, 1955. pp. 3-34, 113-146.
Writing about love: Birch, Anthology: Po Chü-i, "A Song of Unending Sorrow," pp. 266-269; Yuan Chen, "The Pitcher," pp. 279-280; Yuan Chen, "The Story of Ts'ui Ying-ying," pp. 290-299; Po Hsing-chien, "The Story of Miss Li," pp. 300-313, Li Shang-Yin, "Seven Love Poems," pp. 324-326.

Section II: China in Traditional Maturity

This section will show a more complex society, greater normative restrictions on women, and a few varities of achievement and behavior.

2. The setting: J. Gernet. Daily Life in China on the Eve of the Mongol Invasion 1250-1276. Macmillan, 1962. pp. 13-21, 144-176.
A prominent poet: Hu Pin Ch'ing. Li Ch'ing-chao. New York, Twayne, 1966. pp. 27-121.
Optional - Inferences from social philosophy: Chu Hsi, Reflections on Things at Hand. Section IV, "The Way to Regulate the Family," pp. 171-182.
Yen Chih-t'ui. Family Instructions for the Yen Clan. Tr. Yeng Ssu-yü. T'oungPao Monograph IV. Introduction, Ch. 1-5, 15, 16.
Optional - Fiction: C. Birch. Stories from a Ming Collection. "The Pearl-Sewn Shirt," pp. 37-96.
Eulogies: D. J. Li, ed. The Essence of Chinese Civilization. Van Nostrand, 1967. Ch. 18. Introduction and
The law: Ch'u, T'ung,tsu. Law and Society in Traditional China. pp. 227-228, 254-259, 315-317, 343-346, 376-384, 468-470.
3. A major novel: Chin P'ing Mei. New York, Capricorn pub., 1960. Ch. 8-37. (A synopsis of the first chapters will be provided.)

Section III: China in Modern Times

4. An upper-class woman: B.Y. Chao, Autobiography of a Chinese Woman, Parts I-IV,VI.
A lower-class woman: I. Pruitt, A Daughter of Han., Stanford pub., 1967. Ch. 1-4, 6-7, 12-15, 17-20.
Optional - A foreigner's view: D. Hosie, Portrait of a Chinese Lady, New York, Morrow, 1930, pp. 1-134.
5. Socio-scientific reports: M.C. Yang, A Chinese Village, London, 1947. pp. 45-156.
F.L.K. Hsu, Under the Ancestors' Shadow, Doubleday Anchor pub., 1967, pp. 54-239.
C.K. Yang, "The Chinese Family in the Communist Revolution," in Chinese Communist Society: The Family and the Village, M.I.T. pub., 1959, Ch. 1-7, 9-10, 13.

Section IV: Japan in Early Times

The readings in this section may be considered in two categories, the first of the "prehistoric" era, in which females are prominent as goddesses and sovereigns; and the second of the advent of civilization, in which women , though socially subordinated, figure as the leaders of the civilization in a sense, and its recorders.

6. The earliest setting: R. Tsunoda and L.C. Goodrich, Japan in the Chinese Dynastic Histories, Perkins, 1951. pp. 8-16
The myths: Donald L. Philippi, tr. Kojiki. Princeton, 1969, pp. 55-86
From the earliest poems: "Man'yôshû" in D. Keene, Anthology of Japanese Literature. Grove pub., 1955, pp. 33-53
The Heian period: I. Morris. The World of the Shining Prince. Knopf,1967 pp 1-69.141-250
Keene, Anthology, pp. 97-105, 149-161, 170-176.

Section V: Japan in the Feudal Era

7. H.C. McCullough, tr. Yoshitsune, Stanford, 1966,pp. 3-32, 237-276.
D. Keene, tr. Chushingura, Columbia pub. 1971
Ihara, Saikaku, The Life of an Amorous Woman, tr. I. Morris. N.Y. N. Y. Directions pub. 1963, pp. 3-15, 121-208.

Section VI: Japan in Modern Times

8. D. Keene, ed., Modern Japanese Literature, Grove, 1956, pp. 59-110,232-241.366-374, 398-428.
Optional- Women's Movements in Postwar Japan. Occasional Papers of Research Pubications and Translations, Institute of Advanced Projects, East-West Center, Honolulu, 1968. Translaterion Series, No. 29.
R.P. Dore, City Life in Japan, Calif. pub. 1958, pp. 11-39, 91-120, 136-188. 191-209, 227-252, 339,373.

Section VII; India; Traditional Views in Ancient and Modern Times

The readings in this section explore the relationships between men and three easily categorizable "types" of females in traditional Indian society, the goddess, the wife, and the courtesan/mistress. These ideal types are interwoven in a variety of ways in different contexts.

> "Ideally, woman is regarded as a wholly devoted, self-forgetful mother, or as a dutifully subservient wife, who is ready to worship her husband as her lord. In fact, however, women are regarded with an alternation of desire and revulsion. Sexual love is considered the keenest pleasure known to the senses; but it is felt to be destructive to a man's physical and spiritual well-being. Women are powerful, demanding, seductive--and ultimately destructive. On the plane of creative phantasy, everyone worships the Mataji, the Goddess, who is a protective mother to those who prostrate themselves before her in abject supplication, but who is depicted also as a sort of demon, with gnashing teeth, who stands on top of her male adversary, cuts off his head and drinks his blood. The demon-goddess has the same appearance as a witch--and that brings her nearer home, because any woman whose demands one has refused is liable to be feared as a witch who may exact terrible reprisals."
>
> G. Morris Carstairs. The Twice-Born. pp. 156-57.

9. Role definitions I
   a. Epic views
      Gods, Demons, and Others by R. K. Narayan. Viking pub., 1964.
   b. Buddhist view
      Ashvagosha's Buddhacarita in Buddhist Mahayana Texts, edited by E. B. Cowell. Dover pub., 1969. Read pp. 1-61.
   c. Orthodox brahmanic view
      The Laws of Manu, tr. by George Bühler. Dover pub., 1971. Marriage, pp. 75-87; Duties of Women, pp. 195-199; Adultery, pp. 315-321; Duties of Husband and Wife, pp. 327-345; Inheritance, pp. 345-380.

10. Role definitions II
    The Kama Sutra of Vatsyayana, trans. by Sir Richard Burton; introduction by John W. Spellman. E. P. Dutton, 1962. Read the introduction, pp. 9-56; n.b. parts I, III, IV, V, VI.

11. Objects of worship: Mistresses and Goddesses; Lovers and Gods
    a. Shilappadikaram (The Ankle Bracelet) by Prince Illangō Adigal, trans. by Alain Danielou. New Directions pub., 1965.
    b. The Thief of Love: Bengali Tales of Court and Village, trans. by Edward C. Dimock. University of Chicago, 1963. Read "The Vidyāsundara of Bharatchandra," pp. 17-132 and "The Manasa-Mangal of Ketakā Dāsa Behula and Lakhindar," pp. 195-294.
    c. Phantasies of a Love-Thief: the Caurapañcāśikā Attributed to Bilhana, trans. by Barbara Stoler Miller. Columbia Univ. Press, 1971.
    d. Gītagovinda of Jayadeva, selections trans. by Barbara Stoler Miller (mimeograph)

12. Showing and discussion of Satyajit Ray's film Devī.
    a. The Housewarming, by Rabinranath Tagore. Signet pub., 1965. These short stories are good background for the film.
    b. Selected essays by Ram Mohan Roy, Rabinranath Tagore on aspects of "the woman problem," relevant to the conflict between tradition and modern ideas in the film. (Mimeograph)

13. Inter-personal and family relationships: Showing and discussion of Satyajit Ray's film Mahānagar.
    a. The Twice-Born: A Study of a Community of High-Caste Hindus, by G. Morris Carstairs. Indiana University pub., 1967. Read part I.

    B. The Rājpūts of Khalapur, India, by Leigh Minturn and John T. Hitchcock (Six Cultures Series, Vol. III). John Wiley pub., 1966.

Recommended Secondary Sources on India

Meyer, Johann J. Sexual Life in Ancient India. New York: Barnes and Noble, 1953. A reprint of an earlier two-volume edition published in London in 1930, trans. from German. This is mainly concerned with the role and status of women as described in the epics.

Altekar, Anant Sadashiv. The Position of Women in Hindu Civilization, Banaras: Motilal Banarsidass, 2nd ed., 1956. First published in 1938. A historical survey of the range of activities open to women in Hindu society and of the institution of marriage from ancient times to the present.

R. Reitmankogel
History

St. Peter's College
Spring, 1971

WOMEN: A HISTORY

Books to be purchased (paperbacks):
E. Flexner, Century of Struggle; E. Reed, Problems of Women's Liberation; M. Wollstonecraft, A Vindication of the Rights of Women; M. Beard, Women as a Force in History

Books on reserve: B. Friedan, Feminine Mystique; S. de Beauvoir, The Second Sex W. Neff, Victorian Working Women; W. O'Neill, The Woman Movement; R. Riegel, American Women; C. Gilman, Women and Economics; J. S. Mill, On the Subjection of Women (bound with Wollstonecraft, Vindication of Women)

I. The Beginnings - what do anthropology, myth and archaeology reveal about women in prehistoric times, read: Reed, pp. 6-41.

II. Babylon, Egypt, the Hebrews

III. Greece and Rome: Read Plato, The Republic, Book V, first half; de Beauvoir, Second Sex, Chap. VI.

IV. Christianity - The Biblical approach, the early Fathers, Women in the Early Church: Read, New Testament: I Corinthians 11:7-11; I Corinthians 15:34-35; I Timothy 2:8-15; Ephesians 5:22-23; St. Luke 10:38-42.

V. Middle Ages, read: de Beauvoir, Chapter VII

VI. Women in other cultures; Medieval Japan, Ancient India

VII. The Renaissance

VIII. The World of the Witch

IX. The Seventeenth and Eighteenth Centuries; A) The English Working Women; B) The Enlightenment and Women; Read: Wollstonecraft, Vindication

X. The Victorian Woman; Read: Neff, Victorian Working Women, Chapter I, Chapter VI; J. S. Mill, Subjection, Chapter I

XI. The Paris Commune, 1871

XII. The Suffrage Movement in Britian

XIII. Women in the United States; A) Up until the 19th century; B) Seneca Falls to 1900; C) Winning the vote; read: Riegel, American Woman, Chapters 2,3,6; Flexner, Century of Struggle; O'Neill, Woman Movement, Documents 2,6,10,14

XIV. Socialism and the Woman Question

XV. The New Feminists; Read: Reed, pp. 42-63; Friedan, Feminine Mystique, Chapters 1,2,3,12,14

Suzanne F. Wemple
History

Barnard College
Spring, 1971

WOMEN IN THE LATE ROMAN EMPIRE AND THE MIDDLE AGES

1. Late Roman and Early Medieval Background
   1. Legal and Social Position of Women in the Late Empire
      Baldson, J.P.D.V., Roman Women (1962) pp. 173-251, 282-284; Donaldson, J. Woman, Her Position and Influence in Ancient Greece and Rome and among the Early Christians (London, 1907), 77-191, 284-54; Dill, Samuel, Roman Society in the Last Century of the Western Empire (Meridian), 113-223; Seneca, "Consolation to Helvetia," in the Stoic Philosophy of Seneca, ed. Hadas (Anchor), 107-36; Crook, G. A., Law and Life of Rome (1967), pp. to be assigned.

   2. Patristic Views on Women: Eve and Mary

      Troeltsch, E. The Social Teaching of the Christian Churches (Harper), 58-69, 129-32; Cyprian, "On the Dress of Virgins," The Anti-Nicene Fathers, IV, 430-36; Clement of Alexandria, "The Instructor," The Anti-Nicene Fathers, II, 209-12, 257-95; Tertullian, Disciplinary, Moral and Ascetical Works (1959) to be assigned; _____, Treatises on Marriage and Remarriage (1959) to be assigned; Crystal, James ed., Translation of All Acts and Articles Connected with the Third Ecumenical Synod (1908), pp. to be assigned.

   Reports:
      Jerome, Select Work and Letters (Select Library of Nicene and Post-Nicene Fathers, 2nd Ser. 1912.)
      _____, Dogmatic and Polemical Works (The Fathers of the Church, VIII, 1965); The Letters of Paula and Eustochium to Marcella (Palestine Pilgrims Text, I, 1896); Early Christian and early medieval representations of Eve and Mary based on search in the Princeton Iconog. Index.

   3. Women in the Germanic Kingdons
      Stenton, D. M., The English Woman in History (1957), Ch. 1; Lancaster, L., "Kinship, Lordship and Association Kinship in Anglo-Saxon Society..." in Sylvia Thrupp, Early Medieval Society, 17-41; Tacitus, Germania, transl. Mattingly.

   Reports
      Articles in Societie Jean Bodin, Receuils, XI-XII; La Femme, to be assigned; Visigothic Law, ed. Scott; Burgundian Law, Pennsylvania Records: The Laws of the Kings of England, ed. A. J. Robertson; Gregory of Tours; Venantianus Fortunatus.

II. The High and Late Middle Ages
   Morrall, John B., The Medieval Imprint (Pelican), 98-134; Heer, F., The Medieval World, (Mentor), 317-23; Jarret, Bede, Social Theories of the Middle Ages (1926), 69-93; Bandel, Betty, "The English Chroniclers' Attitude Towards Women," Journal of the History of Ideas (1955).

   1. Wives and Mothers: Royal, Noble and Bourgeois Households
      Stenton, Ch. II-III; Herlihy, D., "Land, Family and Women in Continental Europe," Traditio (1962), 89-113; Kelly, Amy, Eleanor of Aquitaine, pages to be assigned.

The Letters of Abelard and Eloise, trans. by C. K. Scott Moncrieff, (London, 1925, N. Y. 1929); Gilson, E., Heloise and Abelard (1951); St. Louis, Letter to Isabella, Queen of Navarre; Kendall, The Yorkist Age; Power, Eileen, Medieval People, 73-99; Welch, Alice Kemp, Of Six Medieval Women, 83-115, 147-72; Thrupp, Sylvai L., The Merchant Class of Medieval London (Chicago, 1948), 169-1-4

Reports:

Del Lungo, Women of Florence (London, 1907); Joinville, Life of St. Louis; Froissart, Chronicle; Pierre Dubois, Recovery of the Holy Land; Eric and Eneide; Aucassin and Nicolette

2) Courtly Love

Southern, R. W., The Making of the Middle Ages, 219-57; Valency, M., In Praise of Love (Macmillan, 1961), 1-86; Huizinga, The Waning of the Middle Ages, 107-28; Marie de France, French Medieval Romances, tr. by R. Mason (Everyman's Library); Welch, Of Six Medieval Women, 1-xxix, 29-56; The Romance of the Rose; L. J. Friedman, "Jean de Meung, Anti-Feminism and Bourgeois Realism," Modern Philologist, 57 (1959), 13-23

Reports:

Andreas Capellanus, The Art of Courtly Love; Chrétien de Troyes, works to be assigned,

3) Monastic Life

McCarthy, The Rule for Nuns of St. Carsarius of Arles (1960), 1-30, 49-87, 154-169; R. W. Southern, Western Society and the Church (Pelican History of the Church: 2, 1970), 309-318; Hroswitha, The Plays (Medieval Library, 1966) pages to be assigned; _____, The Non-Dramatic Works, trans. G. Wiegand (1936) to be assigned; Welch, Of Six Medieval Women, 1-28; Powers, Eileen, Medieval English Nunneries (1922), to be assigned.

Reports:

Eckenstein, Lina, Women Under Monasticism (Cambridge, 1896); The Ancren Riwle, ed. by James Morton, Camden Society, Vol. LVII (1853); Victoria History of the Countries of England, A History of Hampshire, volume and pages to be assigned.

4) Mystics and Beguines

McDonnell, E., The Beguines and Beghards in Medieval Culture (Rutgers U.P., 1954), pages to be assigned; Phillips, Dayton, Beguines in Medieval Strasbourg (Ann Arbor, 1951), pages to be assigned; Margery Kempe, The Book of Margery Kempe, ed. S. B. Meech and H. E. Allen, pages to be assigned; Welch, Of Six Medieval Women, 57-82; Julian of Norwich, Revelations of Divine Love (Penguin, 1966), to be assigned.

5) Women in Medicine

Hughes, M. J. Women Healers in Medieval Life and Literature (1943)

6) Fifteenth Century Feminism or Defense of Courtly Love

Christine de Pisan, The Book of the Duke of True Lovers (Medieval Library, 1966); Welch, Of Six Medieval Women, 116-46; Ward, Charles F., The Epistles on the Romance of the Rose and Other Documents in the Debate, pages to be assigned.

Rebecca Wells
Department of History

Mississippi State College for Women
1971-72

ROLE OF WOMEN IN MODERN HISTORY

From the Renaissance to the present time, women have filled roles comparable in their variety to those of men. Generally, however, only those women who have been outstandingly successful in traditionally masculine roles have been studied. There has been little or no research about women as such. Consequently, there has developed a rather unbalanced view of women's contributions in history, the dazzling characters in the foreground seeming to be quite divorced from the mass of women huddled beside the family hearth.

This course will balance the assessment by including both the exceptional roles and the lives of the majority of women in each period, showing that the latter were also far from being homogeneous. Factors such as class, religion, economic position and geographical location will be considered as contributors toward the development of the role of women. Finally, their role in each period, Renaissance, Baroque, etc., will be placed in the context of the atmosphere of that time, thus producing a synthesis of the role of women in modern history.

Method: reverse chronology, beginning with contemporary women's lib and then showing the historical context all the way back to the 15th century.

Bibliography: Best known modern works of Millett, Friedan, de Beauvoir, Bird, Flexner; standard biographies of such women as the salon hostesses, revolutionary participants, queens and courtesans of influence; general works on women by country or era; many contemporary articles, plus much use of bound periodicals--mainly to show changes of attitude toward, and of, women.

Priscilla Allen
Dept. of English

Indiana University
71-72

THE REDISCOVERY OF AMERICAN WOMEN WRITERS

Only recently has attention been drawn to neglected female artists. Edmund Wilson, in Patriotic Gore, pointed out Kate Chopin, whose writing career was ended in 1899 by the brutal treatment that she and her last novel, The Awakening, received. Irving Howe, in a repeat essay, mentioned the high artistry of The Unpossessed, written in 1934 by Tess Slesinger. After decades of oblivion, The Man Who Loves Children by Christina Stead has now appeared in paperback. These breakthroughs may suggest the possibilities awaiting further exploration.

If one compares the quality of Chopin, Slesinger, or Stead to many (mostly male) authors in the accepted canon of "American Literature," one wonders if they are not superior to nearly all of the lesser lights (e.g. Bret Harte, Hamlin Garland) and to many of the greater ones (e.g. Stephen Crane, Frank Norris, W.D. Howells). And if they are, how many other female artists remain forgotten whose thoughts and art could enrich our lives? This is a question that needs asking--and answering.

This question and related ones will inform the content of my section of L369. Its students will be encouraged to ask how the stature of writers is established, how the rediscovered authors compare to established authors like Edith Wharton or Willa Cather, whether there are other female writers given a sentence or paragraph in The Oxford Companion to American Literature who should be resuscitated. And, since the Companion is not all-inclusive, how would writers like Stead or Slesinger, who are not even mentioned in its pages, be found?

The need to answer such questions opens doors on a wide range of activities and thought: the development of library and bibliographical skills, careful reading and evaluation of "rediscovered" authors, original thinking about the nature of literary stature are a few of these.

Although the work of the students might vary with their motivation and particular interest, each might be expected to produce two papers, one of literary criticism on one writer's work, the other bibliographical (either an annotated bibliographical or a bibliographical essay) on another writer. If their response to this original research reflects the significance and felt need for their work (as one might suppose it would), the students might also prepare to publish and circulate their joint product for the use of students and teachers in other courses and schools.

At present count, courses on women in literature are offered at 30 colleges and universities. They make up a large fraction of the courses on women now offered at 65 institutions. This course would be similar to many of these courses in its literary content. But it will go beyond them in producing original and useful bibliographical materials for publication and circulation.

Margaret Anderson
French Studies

Loyola College
Montreal, Canada
71-72

WOMEN IN LITERATURE

A comparative literature course designed to replace, for the year 1971-72, the comparative literature course titled The Hero and the Anti-hero (310); this would enable the students to take a second comparative literature course. These two courses could alternate, or become the core of a comparative literature program. The purpose of this course is two-fold.

A. It is designed to enlighten women in their search for themselves and to help men in their attempt to understand women and the problems they continue to face. Naturally, the course goes beyond the boundaries of national literatures, just as the problems of women are not limited to one country.

B. The course will acquaint the student with a number of texts chosen from a Western community of literary works. The study of these texts will relate several literatures to each other and will relate literature to artistic and ideological fields.

The course will show women as seen by both female and male writers. It will show how women experience love, man, child, society, dependence and independence, art, politics, creativity, their own creativity that is.

The student will see women in different periods, different countries, different social milieux. At the same time, he or she will examine a variety of literary styles and trends.
Examples: With Madame Bovary, the reader will become acquainted with a mis-educated woman, with 19th century provincial France, with Flaubert. Das Kathchen von Heilbronn shows a very innocent and very dependent German girl of the Middle Ages, as presented by a German writer of the romantic period. Doris Lessing, in The Golden Notebook, tells of a woman of the 20th century, alone with her child, in London. Anne Hébert, in Kamouraska, writes the story of a woman in 19th century Quebec.

Classes will meet three hours a week, for one hour of lectures and two seminar hours. It is planned to invite a certain number of guest lecturers, chosen from the Loyola faculty. The course will be open to all university students. It will, if possible, use both French and English as the languages of instruction.

TEXTS: Lessing, Minna von Barnhelm; Mme. de Lafayette, la Princesse de Cleves; Kleist, Das Katchen von Heilbronn; Balzac, la Femme de trente ans; Flaubert, Madame Bovary; Ibsen, The Doll's House; Strindberg, The Father; Henry James, Portrait of a Lady; Virginia Woolf, To the Lighthouse; Montherlant, Pitié pour les femmes; Simone de Beauvoir, Mémoires d'une jeune fille rangée; Doris Lessing, The Golden Notebook, Margaret Atwood, The Edible Woman, Anne Hébert, Kamouraska.

Patricia Deduck (Comparative Lit.)
Pamela Bennett (English)

Indiana University
71-72

THE HEROINE IN WESTERN LITERATURE

We intend to examine several works from classical, medieval, and modern literature in which the central character is a woman, considering different types of heroines and the cultural factors affecting their representation and, where possible, the relationship of these types to those of the hero.

Part I - Classical & Medieval

I. Introduction: theory, literary concept of heroine and hero.

II. The Heroine in Conflict with Tradition: Sophocles, Antigone; Euripides, Medea.

III. The Heroine in Conflict with the Hero: Ovid, The Heroides (Dido, Medea, Phyllis); Ovid's ideas on love.

IV. The Christian Heroine: Chaucer, The Wife of Bath's Prologue & Tale, Clerk's Tale.

V. The Medieval Romantic Heroine; Aucassin and Nicolette; Gottfried von Strassburg, Tristan (selections).

VI. The Spiritual Heroine: Dante, The Divine Comedy (selections).

VII. The "Fallen" Woman: The Prostituted Heroine: Rojas, La Celestina.

Part II - Modern

VIII. The "Fallen" Woman: Defoe, Roxana.

IX. The Christian Heroine: Chateaubriand, Atala.

X. The 18th Century Romantic Heroine: Jane Austen, Emma.

XI. The Bourgeois Heroine in Conflict with Tradition: Flaubert, Madame Bovary.

XII. The Bourgeois Heroine (continued) : Ibsen, A Doll's House, Ghosts.

XIII. The Existential Heroine: Anouilh, The Lark, Antigone; Pauline Reage, Story of O.

XIV. Conclusion: class may examine several critical articles dealing with the concept of the heroine.

Leo N. Flanagan
English

Wheaton College
1971

MODERN WOMEN IN LITERATURE

A note - this is a freshman-sophomore conference course, offered fall 1969 and again spring 1971, in several sections, with 15- 0 student in each section. The method is: reading of assigned works and any several works from the supplementary reading list, writing, attending periodic lectures, and discussing in class and private conference. The goal for the student is hopefully a dual achievement: 1. historical-developing an understanding of the experience of different women, fictional and historical, at different times in England and America, 1795-1971; 2. critical-developing by analysis judgments about both the experience and its literary manner of expression.

I. Schedule:

Introductory lecture, materials and methods
Kate Millett's Sexual Politics, pp. 1-235
Austen's Emma
Bronte's Jane Eyre
Hardy's Tess of the D'Urbervilles
Wilde's Salome
Shaw's Mrs. Warren's Profession
Essay one
Spring recess
James' Daisy Miller
Woolf's Mrs. Dalloway
Lessing's Golden Notebook, 2 weeks
Research period for essay two, 2 weeks
Essay two
Concluding lecture
Examination

II. Papers:

Essay one: using readings on reserve in the library, and detailed analysis, determine what kind of a woman James' protagonist is in The Turn of the Screw and what happens to her.

Essay two: submit in person a topic of your choice. The only restriction is that the topic must be relevant to the course.

Barbara Gates
Department of English

University of Delaware
Fall 1971 and Spring 1972

LITERARY REFLECTIONS OF WOMAN

Woman's infinite variety will be discussed as mirrored in the literature of past and present, East and West. In the first semester, discussion will focus upon images of the woman's private world: her relationships with men, other women, and children, and her individual and often lonely quest for personal identity; while the second semester's sessions will concentrate upon women and society and include works reflecting women's vocations, women and war, and the embattled woman. The course will be literary rather than psychological or sociological in emphasis and will deliberately avoid stereotyping but frustration, momism, prostitution, lesbianism, and protest movements will all be considered within a literary context.

Sept.	8	Introduction to course
Sept.	15	Ibsen, A Doll's House and Hedda Gabler
Sept.	22	Nabokov, Lolita
Sept.	29	Tolstoy, The Kreutzer Sonata
		Tewfik Al-Hakim, The Tree Climber
Oct.	6	Kawabata, Snow Country
Oct.	13	Toomer, Cane (selections)
Oct.	20	D. H. Lawrence, The Fox
Oct.	27	Film showing, Ingmar Bergman's The Silence
		TERM PAPER PROPOSAL DUE
Nov.	3	Virginia Woolf, To the Lighthouse
Nov.	10	Lorca, The House of Bernarda Alba & Blood Wedding
Nov.	17	Faulkner, As I Lay Dying
Nov.	24	James, The Turn of the Screw
Dec.	1	Emily Dickinson (selections)
		TERM PAPER DUE "
Dec.	8	Charlotte Bronte, Villette

Nan Maglin
Department of English

CUNY/Borough of Manhattan
Community College
70-71

IMAGES OF WOMEN IN ENGLISH AND AMERICAN LITERATURE

An historical and analytic exploration of the images of women in literature. At least one book from each topic is required.

1. Introduction: The Image of Women—Then and Now. Women's magazines (e.g., Ladies Home Journal); Millet's Sexual Politics; Flexner's Century of Struggle; Women's Liberation literature; Sisterhood is Powerful, ed. Robin Morgan.

II. Religion as a Molder of the Female Image: Ghosts, Ibsen; Hawthorne's Scarlet Letter; McCarthy's Memories of a Catholic Girlhood; Tess of the D'Urbervilles, Thomas Hardy.

III. Woman of the House vs. Woman of the Streets: Defoe's Moll Flanders; Richardson's Pamela; Maggie: A Girl of the Streets, Crane.

IV. Marriage as a Life's Work: Austen's Emma; Eliot's Middlemarch; Wharton's House of Mirth; Ibsen's A Doll's House; Lawrence's Women in Love; Hardy's Jude the Obscure; Chopin's The Awakening; Sue Kaufman, Diary of a Mad Housewife; John Updike, Couples; Mary McCarthy's The Group.

V. Mothers and Their Children: Lawrence's Sons and Lovers; Lawrence's The Rainbow; Roth's Portnoy's Complaint; Kopit's O Dad, Poor Dad....

VI. Women in the World of Business: Dreiser's Sister Carrie; Norris's The Pit.

VII. Women in War and Politics; Adams' Democracy; DeForest's Miss Ravenal's Conversion; James's Bostonians.

VIII. Third World Women in America; Marques, The Oxcart; Toomer's Cane; Marshall's Brown Girl, Brown Stones; Marshall's "Reena"; Hansberry's Raisin in the Sun. Zulu Woman, Rebecca Rehyer; The Black Woman, ed. Toni Cade; Coming of Age in Mississippi, Anne Moody; This Child's Gonna Live, Sarah Wright; Poems by Sonia Sanchez; Nikki Giovanni; Plays by Alice Childress; Child of the Dark, Carolina Maria de Jesus; Their Eyes Were Watching God, Zora Neale Hurston.

IX. Sexual Alternatives: Stein's Three Lives; Stein's The Autobiography of Alice B. Toklas; Hall's Well of Loneliness; Barnes's Nightwood

X. Discontented Women: A--Rage and Insanity: Ibsen's Hedda Gabler; Frost's Poetry; Anderson's Winesbury, Ohio; Plath's The Bell Jar.

XI. Discontented Women: B--Towards Women's Liberation: Lessing's Golden Notebook; Karp's The Queen is in the Garbage Can.

Elaine Marks
French

U. of Massachusetts/Amherst
71-72

L'Image de la femme et du féminin dans la littérature francaise

mardi le 14 septembre - INTRODUCTION: I: Quelques définitions. plusieurs problèmes:

A. Qu'est-ce qu'une femme? Faits et théories.
B. Qu'est-ce que le feminin?
C. Qu'est-ce qu'une image?

II. La littérature francaise: absence et présence de la femme et du féminin:

A. Auteurs
B. Personnages littéraires
C. Personnages historiques
D. convents, cours d'amour, salons, ...
E. Le deuxième genre: "la"

III. La structure du cours:

A. d'Iseut à Winnie.
B. à partir de Combray.

jeudi le 16 septembre - Féminisme et Antiféminisme en France de Dieu à J. J. Rousseau. La femme sous l'ancien régime.

Lectures: Simone de Beauvoir, Le Deuxième Sexe: "Destin" et "Histoire'
Extraits*: La Sainte Bible, Le Roman de la Rose, Le Jeu d'Adam. textes sur la Vierge, Christine de Pisan, Le Proces de Jeanne d'Arc. Mile de Gournay, Poulain de la Barre, Fénelon, les "philosophes," Rousseau.

mardi le 21 septembre - Féminisme et Antiféminisme en France: du Code Civil à Simone de Beauvoir.

Lectures: Simone de Beauvoir, Le Deuxième Sexe: "Histoire."
Extraits: Le Code Civil, Rimbaud.

jeudi le 23 septembre: La France.

Lectures: Extraits: La Chanson de Roland, Eustache Deschamps, Charles d'Orléans, Du Bellay, Ronsard, d'Aubigne, Chénier, Robespierre, Michelet, Henri de Régnier, Aragon, De Gaulle.

mardi le 28 septembre: Images.

Lectures: Extraits: Cantilène de Sainte Eulalie, Laustic, Aucassin et Nicolette; Le Roman de Tristan et Iseut.

jeudi le 30 septembre: Images. Lectures: Extraits: Guillaume de Machault, Villon.

mardi le 5 octobre: Images. Lectures: Extraits: Guillaume de Machault, Villon.

jeudi le 7 octobre: Images. Lectures: Extraits: Marot, Labé, Scève, Du Bellay, Ronsard.

mardi le 12 octobre: Images. Lectures: Extraits: La Fontaine; Molière: Les Femmes Savantes.

jeudi le 14 octobre: Images. Lectures: Molière. Les Femmes Savantes.
Extraits: Racine.

mardi le 19 octobre: Images. Lectures: Racine, Phèdre.

jeudi le 21 et 26 octobre: Images. La Princesse de Clèves; Extraits: Madame de Sévigné.

jeudi le 28 octobre et le 2 novembre:
Images. Lectures: Laclos, les Liaisons dangereuses.

jeudi le 4 novembre: Images. Lectures: Balzac, La fille aux veux d'or,
Extraits: les "romantiques."

mardi le 9 et 11 novembre: Images. Lectures: Baudelaire, Les Fleurs du mal.

mardi le 16 novembre: Images. Lectures: Flaubert, Un Coeur simple.

jeudi le 18 novembre: Images. Lectures: Extraits: Les "Symbolistes."

mardi le 23 et 30 novembre: Images. Lectures: Proust, Combray.

jeudi le 2 décembre: Images. Lectures: Extraits: Valéry, Claudel.

mardi le 7 décembre: Images. Lectures: Colette, Cheri, Sido. La Maison de Claudine.

jeudi le 9 décembre: Images. Lectures: Extraits: Les "surréalistes."

mardi le 14 décembre: Images. Lectures: Anouilh, Antigone.

jeudi le 16 décembre: Images: Lectures: Beckett, Oh les beaux jours!

mardi le 21 décembre: Conclusion: Programmes provisoires ....

*Extraits: textes divers choisis et réunis en vue de ce cours.

Doris Nelson and
Jack Stuart
Department of English

California State College/Long Beach
1971-72

THE WOMAN IN AMERICAN CULTURE

A. Women in Early America
   1) Puritan culture (text #1); Anne Bradstreet; The Scarlet Letter (Hawthorne)
   2) Southern plantation women, Southern woman in modern literature -- Faulkner, Tennessee Williams
   3) Pioneer family -- theme in literature (text #2), Edna Ferber.

B. Women Activists in Nineteenth and Early Twentieth Centuries (text #4)
   1) Abolitionist, Uncle Tom's Cabin
   2) Suffragette movement -- (Susan B. Anthony)
   3) Labor movement (Emma Goldman)
   4) Margaret Sanger and Birth Control
   5) Social Reform (Dorothea Dix - prison) Jane Addams - Hull House
   6) Professions - Elizabeth Blackwell

C. Women Writers and Their Views
   1) Text #3 - set in late 19th century
   2) Poets - Emily Dickinson, Amy Lowell
   3) Ellen Glasgow
   4) Lillian Hellman
   5) Short stories
   6) Mary McCarthy

D. Women in the Popular Culture
   1) Early ladies' magazines: Godey's Lady's Book, Woman's Home Journal, particularly as edited by Edwin Bok
   2) Movies and female types; Mary Pickford and America's Sweetheart; Sex symbols: Jean Harlow, Clara Bow, Marilyn Monroe; Movie queens; Joan Crawford, Bette Davis
   3) Contemporary media and advertising: Radio and TV dramas, commercials, contemporary women's magazines and women's sections of newspapers; fashion industry; men's magazines: Playboy

E. Men Writers and Their Views (Everybody will read some of these) (text #6)
*Norman Mailer, Ernest Hemingway, Henry Miller, Sidney Howard, The Silver Cord; James A. Herne, Margarett Fleming; other plays; Philip Wylie, A Generation of Vipers; Phillip Roth, Portnoy's Complaint, When She was Good
Many other possibilities

F. Contemporary Women's Movements
Now; Women's Liberation; professional groups; other groups (text #5) and other contemporary collections and single author books (Friedan, Bird, etc.)
Speakers from some of these organizations

Required Books:
1. Edmund Morgan, The Puritan Family, Harper
2. Willa Cather, My Antonia
3. Edith Wharton, The Age of Innocence
4. Eileen Kraditor Up from the Pedestal (historical approach) Quadrangle
5. Robin Morgan, Sisterhood is Powerful (contemporary)
6. Edward Albee, The American Dream, New American Library

Annis Pratt
English

University of Wisconsin/Madison
Fall 1971

TWENTIETH CENTURY BRITISH AND AMERICAN LITERATURE-INTEGRATING THE SURVEY

The typical literature survey course, with 300 students in each lecture section and a lecturer assisted by five or six section teachers, deals with predominantly male and almost entirely white literature. In the four typical syllabuses sent to me, one provided a good feminist set of readings (Frank Battaglia's), but in the other three (to be attended by 900 students) only one had a female writer at all--Flannery O'Connor. Typically the surveys take contemporary British and American Literature to consist of Joyce, Eliot, Yeats, Faulkner, Hemingway, Fitzgerald, Waugh, etc.

Although Women's Study Courses are valuable, there are far too few people familiar with the material. Graduate students and junior faculty can be familiarized with the material by its presence and presentation in large lecture courses that they will have to teach sections of. Women who decide to take Women's Study Courses are a tiny minority of the men and women who should be reached through all levels of the college curriculum.

Required Readings	Supplementary Lectures
1. Charles Chesnutt, The Marrow of Tradition	"The Gilded Age and the Age of Guilt"
2. Kate Chopin, The Awakening	"The Feminist Novel at the Turn of the Century"
3. James Joyce, Portrait of the Artist As a Young Man	"Chopin and Joyce: The Backwards and Forwards Bildungsroman"
4. Yeats, Frost, Stevens, Moore, Auden, Ransom, Tate	
5. Auden's For the Time Being	
6. Lillian Hellman, The Little Foxes	
7. Richard Wright, The Outsider	"Marxism and Modern Literature"
8. Doris Lessing, The Golden Notebook	"Black and Women Writers under the Ruins"
9. LeRoi Jones, The Lead Lecturer	
10. Sylvia Plath, Ariel	"Who Killed Sylvia Plath?"

Questions and comparisons springing from this body of material would include the question of the relative freedom of Chopin's, Hellman's, and Lessing's heroines and a comparison of the social contexts involved; the question of existentialism and the solitary self as developed by Richard Wright, and the modernist poets and compared to the isolation of Lessing's Anna Wulf and Sylvia Plath; the relative merits of modernist and socially realist literature.

Elaine Reuben
Dept. of English

U. of Wisconsin/Madison
1971-72

FEMALE AUTHORS AND FEMINIST CRITICISM (Graduate Seminar)

Since this course has not been offered before, and since registration for it requires permission of the instructor, it seems reasonable to provide some sense of what I would like to do in the course and the sort of persons I think might best profit from and contribute to it.

The necessity of ordering books, the responsibility to provide some structure in which to make choices, and the fact that I do have a point of view have led me to make some initial decisions about the shape of the course, but I will not feel it to be successful unless that shape meets the needs of the class and is further developed by us all collectively.

The first month of the course will essentially be devoted to an intensive exploration of the classics of feminist criticism: The Second Sex, Thinking About Women, Sexual Politics, A Room of One's Own, and a variety of articles and essays by academic and non-academic women which deal with women in the arts and the woman artist. Part of our task at this point will be to define our task, to arrive at some common sense of the questions to be asked and a common vocabulary in which to ask them.

During this time we will also be making choices about the work for the rest of the term. It is my sense that the best way to test whatever aesthetic we have begun to develop, and the best way to learn for ourselves how inadequate the traditional male stereotypes of women are, is to explore the literature by women, and particularly the literature by women (or about women) who do not fit those stereotypes. Rather than a historical or generic pattern, therefore, I would propose that we proceed thematically, and look at the literary portrayal of the lesbian, the working woman, the black woman, the woman conscious of herself, the woman as intellectual/reporter/critic, and the madwoman (other categories might be suggested; these are offered very broadly).

For each topic that we decide to pursue, a common reading assignment will be made to the whole class, and a bibliography provided for additional readings, both primary and secondary; for each topic we will try together to develop questions for investigation. The primary responsibility for each topic, however, will belong to at least two people, who will prepare, in consultation with me, to lead the discussion, make additional assignments, offer a presentation, or whatever seems to them most appropriate. Participation on one such topic team will be one requirement of the course, parallel to (though perhaps more demanding than) the traditional seminar report.

The remaining requirements will be decided with the group, to meet individual needs and to carry out joint purpose. By this obscure phrase I mean something like the following:

We will, inevitably, assume the traditional requirement of an additional, extended piece of work, equivalent to a seminar paper, and such a paper may be particularly appropriate for those who are beginning to develop dissertation topics. Others, particularly those who are concerned about the role of the female teacher, and the function of feminist criticism in the classroom, might wish to consider more curriculum-oriented papers, perhaps, and some may wish, singly or together with others, to develop further the materials of their report.

I would like, wherever possible, however, to avoid the one-way, student-to-teacher, end-of-the-term-and-then-it's-done process, and search for more collective ways of working,

in which we can really involve/share with others, in the class and perhaps outside. Thus, we may even wish to consider some sort of public presentation or publication or some other means of contributing our skills to others.

The semester will be very short for all there is to be done, and additional meetings may have to be scheduled from time to time; I will also encourage attendance at various related lectures and meetings. This will not be a class to drop in and out of; the very nature of the material will demand that our encounter with it be emotional as well as intellectual, which in turn will demand some coherent, continuing group dynamic.

There can be no academic prerequisites for the course, since the subject itself has only recently become academically respectable, and few formal courses have been available within the university. Formal courses are not the only way to learn things of course, and the contemporary women's movement, on and off the campus, has already accumulated a substantial body of ideas. As one rule of thumb, I would suggest that anyone who has not already read Sisterhood is Powerful and/or The Feminine Mystique, and/or reading them does not feel a basic sympathy and excitement, may not be at ease in the course or able to make the commitment asked. Precisely because I do intend this to be a literary course, there will be less time available for covering sociological or historical materials defining "the woman question" in the late 20th century, let alone proving there is one. We will be dealing with the interface of literary and social conventions, and my assumption is that those interested in the course will have done more thinking about the social than the literary status of women, and will wish now to return to literature, to integrate the insights it can provide.

To answer specifically one question which has been raised, the course is not limited to women (though, to be truthful, I might have if I could have). I do hope that most of the class will be women, and that interested men will be willing to struggle (as we leftists say) with whatever tensions their presence may create.

Our focus, chronologically, will be 20th century, and I would prefer to be able to assume that Lawrence, Joyce, Faulkner, Hemingway et.al., will not be unfamiliar; a solid 19th century background will also be an advantage, but all areas are cordially invited to apply!

A more complete reading list, a reserve list, and other materials will be available by the end of registration week or the first of the week when classes begin. Books for the course will be available only at Brown's Book Store, and must be asked for, since they will not be on open shelves. I will be available for questions and consultations in 7161 during registration week, and can be reached at home (221-1374) if you call late at night. I assume that I will be speaking to anyone who will actually be taking the course, but let me note here that there will be an assignment for the first meeting, available either from me or from the graduate office.

Dianne Sadoff
Literature

Antioch College
71-72

'WOMAN'S PLACE' IN LITERATURE

The social role women have played in Western society is, we can assume, revealed by and reflected in the roles they play in Western literature. The purpose of this course is to read and examine carefully a wide range of (mainly) English and American literature by male and female authors in order to discover the ways these writers conceptualize and experience "woman's place." We will attempt to discover how men conceive of women and whether these conceptions differ from women's own view of themselves; we will attempt to determine whether men desire the liberation of women, and how they see women achieving that liberation; we will attempt to discover how women view the possibilities of their own liberation.

The course is designed to make people in the class widen their experience of themselves and of their relations to one another as men and women. Explorations of psycho-sexual male and female roles in literature will, I hope, lead to personal explorations of expectations about and experiences of acted-out male and female roles. Literary conceptualizations of the why and how of liberation may lead to personal commitments to life-styles which best fulfill individual needs. This assumes, of course, that literature affects living, a chancy expectation at best. We can say, however, that the experience of literature widens self-concepts, which may in turn widen personal experience and commitment.

The course, as this description implies, has two purposes: one literary, the other political. Both will be important; neither will be pursued at the expense of the other.

During each class meeting we will discuss a literary work and our reactions to it. You should have finished the books scheduled for the week by the Wednesday class meeting. Written work will reflect the dual purpose of the course: you will keep a journal of your personal experience; you will be required to create a final paper or project which you should discuss with me by the end of Week VI (November 12).

The course is open to both men and women. I encourage men to consider taking the course.

Reading Schedule:

Week I: Introduction: Strindberg, Miss Julie.
Week 2: Shakespeare, The Taming of the Shrew.
Week 3: Ibsen, A Doll's House, Hedda Gabbler.
Week 4: Virginia Woolf, Mrs. Dalloway.
Week 5: Hardy, Tess of the d'Urbervilles.
Week 6: James, Portrait of a Lady.
Week 7: D. H. Lawrence, Women in Love.
Week 8: Hemingway, A Farewell to Arms.
Week 9: Mailer, An American Dream.
Week10: Doris Lessing, The Golden Notebook.
Week11: Pauline Reage, The Story of O.

Marilyn Salzman Webb
Feminist Studies Program

Goddard College
Fall, 1971

FEMINIST WRITING SEMINAR

This will be a writing course for women to learn to get on paper what is on our minds. We will focus on the family as the prototype for power and control in the larger patriarchical society.

The family is regarded as normality, defining what is not within its limits as "abnormality" or deviance. Thus we find distinctions such as legitimate and illegitimate children, marital and extra-marital sex and so on. We will look at so-called deviance and try to understand what it is and who has the power to define it as such.

Women face repression in one of three ways--in terms of sanity, legality or economic security. We will examine two of these forms of repression and see how the definition of the family as the norm has created behavior which society terms insane or illegal. We will then look at that very behavior and see how, in other frames of reference, it can be seen as perfectly rational.

Our work will consist of reading, writing one piece (fiction, poem, whatever) each week and assembled as a booklet at the end, and visits to Vermont State Hospital and a women's federal penetentiary. One complete story or long poem will be required.

Wed. Sept. 15	Introduction
Fri. Sept. 17	Feminist Writing. Have read: A Room of One's Own, Virginia Woolf; "(Male) Culture" in Dialectics of Sex, Firestone.
Wed. Sept. 22	The Family: Private Property; Have read: Desire Under the Elms, Eugene O'Neill; Origins of the Family, Engels.
Fri. Sept. 24	Look at writing.
Wed. Sept. 29	The Lies Upholding Class and Colonization: Fidelity. Have read: Such Good Friends, Gould; "Dialectics of Sex," Dialectics of Sex, Firestone; "Love," Dialectics of Sex.
Fri. Oct. 1	The Lies Upholding Class and Colonization: Sexuality. Have Read: "Culture of Romance"; Short story to be distributed. Poems: "Self in 1958," "To a Sister," "Man and Wife,"
Wed. Oct. 6	The Lies Upholding Class and Colonization: Motherhood. Have Read: A Proper Marriage, Doris Lessing; "Childhood," Dialectics of Sex.
Fri. Oct. 8	Look at Writing.
Wed. Oct. 13	Culture of the Common Woman. Have Read: "Myth of Female Inferiority," Reed; "Mrs. Him"; "Motherhood," Cade.
Fri. Oct. 20	Look at Writing.

Wed. Oct. 20	Wha' is Sanity? Have Read: Sanity, Madness and the Family, R.D. Laing and Estems. Read the Heads and any two other families plus the introduction. "Myth of Mental Illness," Ideology and Insanity, Szatz.
Fri. Oct. 22	Read Writings.
Wed. Oct. 27	The Psychotic Experience. Have Read: The Bell Jar, Sylvia Plath. Poem: "Flee Your Donkey."
Fri. Oct. 29	Film Snake Pit.
Wed. Nov. 3	Mental Hospital as Psychic Jail. Have Read: One Flew Over the Cuckoo's Nest; Poems: "Belleview," "Stockton State."
Fri. Nov. 5	Look at writing and talk about Waterbury visits.
Wed. Nov. 10	Politics of the Lock-up. Read: "Involuntary Hospitals," Ideology and Insanity, Szatz; Poems: "Carol", "Morning high", "Unknown Girl in the Maternity Ward," "Consorting with Angels," "Letter to a Doctor."
Fri. Nov. 12	Look at writing.
Wed. Nov. 17	What is Legality? Have Read: "Empty the Women's Jails," Marilyn Salzman Webb; Poems: "Nadine," "Ella" article to be distributed on justice.
Fri. Nov. 19	The Prison Experience. Have Read: "Women in Prison," Ramparts Film.
Wed. Nov. 24	
Fri. Nov. 29	VACATION: See Klute or Belle Du Jour while away, if you can.
Wed. Dec. 1	Prostitution, Welfare and Other Slaveries Read: One Hundred Dollar Misunderstanding; Gover article on welfare.
Fri. Dec. 3	Read writings. Plan for booklet.
Wed. Dec. 8	Short stories due. Can there be a future? Read Goldflower.
Fri. Dec. 10	Evaluations: What questions have we raised that have been left unanswered? Evaluation questions due.
Wed. Dec. 15	Work on booklet and distribute.
Fri. Dec. 17	Evaluations due and discussed.

Trips will be planned when they can see us.

We will practice journal writing during the first two weeks of class. After this each week everyone will write on dittos for us to share.

Judith Taylor
Dept. of English

St. Joseph's College
Spring 1971

IMAGES OF WOMEN IN MODERN LITERATURE

1st week — Introduction

2nd week — Feminist Theory — Kate Millett: Sexual Politics, chapter 2; Simone de Beauvoir: The Second Sex, "Introduction," "Childhood"

3rd week — Male Myths — Simone de Beauvoir: The Second Sex, "Dreams.Fears. Idols"; Kate Millett, Sexual Politics, Chaper on Lawrence; D. H. Lawrence: "The Fox"; F.S. Fitzgerald: "Winter Dreams" *

4th week — Love and Sex — Shulamith Firestone: Dialectic of Sex, "Love"; Edna O'Brien: "The Love Object"*; Doris Lessing: "One Off the Short List"*

5th week — Marriage and Motherhood — Beverly Jones: "The Dynamics of Marriage and Motherhood" * (in Sisterhood is Powerful); Christina Stead: The Man Who Loved Children

6th week — The Adolescent — Simone de Beauvoir: The Second Sex, "The Young Girl"; Christina Stead: The Man Who Loved Children

7th week — The Black Woman — Lorraine Hansberry: "A Raisin in the Sun" Frances Beale: "Double Jeopardy: To Be Black and Female"* (In The Black Woman); Toni Cade: "On the Issue of Roles"* (in The Black Woman)

8th weeks 9th — The Woman as Artist — Virginia Woolf: A Room of One's Own and To the Lighthouse

10th week — The Woman Poet — An anthology including works by Diane Wakoski, Anne Sexton, Marge Piercy, May Swenson, Shirley Kaufman, Denise Levertov, Sylvia Plath*

11th week — Sylvia Plath: Ariel

12th weeks 13th — The Independent Woman — Doris Lessing: The Golden Notebook

14th week — The Woman in Protest — Juliet Mitchell: "The Longest Revolution" Shulamith Firestone: The Dialectic of Sex, "The Ultimate Revolution" Roxanne Dunbar: "Female Liberation as a Basis for Social Revolution"* (in Sisterhood is Powerful)

* handout

Sylvie Weil-Sayre
French

Barnard College
71-72

FRENCH 20X

Semaine #1	Historique	Laclos "De 1' éducation des Femmes"
Semaine #2	Stendhal	De 1'Education des Femmes (in de 1'Amour)
	Balzac	"Physiologie du mariage" (extrait)
	Vigny	"La Maison du Berger: Lettre à Eva."
	Michelet	L'Amour (extrait)
Semaine #3	Michelet	La Femme (extrait); Proudhon: Amour et Mariage (extrait); Flora Tristan: La Femme libre (extrait)
	Baudelaire	poèmes
Semaine #4	Baudelaire	choix de pensées sur la femme
	Flaubert	Madame Bovary: (exposé et extraits)
	G. Sand	Indiana (exposé)
		A propos de la femme dans la Sociéte politique (1848)
Semaine #5	Maupassant	L'Inutile beauté; Histoire d'une fille de ferme
	Mauriac	"Therèse Desqueyroux"
Semaine #6	Mauriac	Exposé: "Princesses de Science" de C. Yver
Semaine #7	Montherlant	"Les jeunes filles" (extrait)
	Eluard	poèmes
Semaine #8	Claudel	"Le Soulier de Satin"; poème
	Breton	"Arcane 17" (extrait)
	Saint-Exupéry	"Vol de Nuit"
Semaine #9	N. Sarraute	"Tropismes"
	Colette	exposé sur Gigi; "La dame du Photographe"
	A. de Noailles	Poèmes
Semaine #10	C. Rochefort	"Stances à Sophie"
		Exposés sur "Le Repos du Guerrier"
		"Les Petits enfants du Siècle"
Semaine #12 and 13	S. de Beauvoir	"Le Deuxieme Sexe" 2e volume

Lectures supplémentaires

Balzac: Le contrat de mariage
Michelet: La Sorcière
Goncourt: La Fille Elisa; Germine Lacerteux
Flaubert: Madame Bovary
G. Sand: Horace
S. de Beauvoir: Le Deuxième Sexe 1er volume
S. Lilar: Le malentendu du Deuxième Sexe
Raymonde Machard: Les Françaises

Kay Boals
Department of Politics

Princeton University
Fall, 1971

STUDENT-INITIATED SEMINAR:

THE COMPARATIVE POLITICS OF MALE-FEMALE RELATIONS AND MODERNIZATION

This seminar takes a number of empirical cases in order to ask questions about the relationship between the structure of male-female relations and modernization. It deals with a number of questions that have usually been thought central to modernization, e.g., labor force participation, the evolution of new social classes, the effects of industrialization, political participation, and the like. Primarily, however, we shall be focussing on transformations in human consciousness as the crucial task and central focus of modernization. Similarly, in relating male-female relations to modernization we shall cover conventional topics like female participation in the labor force, changing birth rates, the effects of urbanization, changes in the legal position of women with regard to political rights, divorce and marriage laws, socialization of childcare and the like. Our central theoretical concern, however, will be qualitative changes in male-female relations as they effect the evolution of human consciousness. This involves studying male-female relations not just in terms of relationships between males and females -- whether on the level of individuals or groups -- but also, and crucially investigating male-female relations on the symbolic level of masculine andfeminineas those archetypes effect social values and the very structure of consciousness. The two levels are intimately inter-related, since the way women are viewed and treated in any given society importantly shapes the way men deal with their own feminine aspects and the way they relate to symbolic values associated with femininity.

We need, therefore, to do a number of things in the course of the semester. First, we need to develop a systematic theoretical framework relating male-female relations to modernization on the level of transformations in human consciousness. This endeavor will take us far beyond the boundaries of political science as conventionally defined. This broadening of our scope is in any case essential for coming to grips with politics in a way adequate to deal with the fundamental transformations of the modern age. Secondly, we need to spend some time getting a sense of traditional society, particularly in terms of male-female relations. This is particularly important, since peasants still form the majority of the population in most countries in the world and also since this traditional social basis did not exist in the United States and is therefore less familiar to us. From that starting point we shall examine the way in which traditional society breaks down under the impact of the modern age. We shall need to do this both on the theoretical level and for some concrete cases. This section will focus both on the unintended and nondeliberate aspect of the breaking and on deliberate attempts made by would-be modernizers in these societies to transform themselves and their countrymen. Here comparisons are especially useful, because they allow us to see what the costs and benefits are of different approaches to social change. We shall use, inter alia, the work of George Massell on Soviet Central Asia and writings on social change in Algeria and Indonesia to compare and contrast different approaches to transforming Muslim society, particularly with respect to male-female relations.

Thereafter we shall come to some more specific subjects like education, changing family patterns, labor force participation and women's role in revolutionary politics. Throughout, our focus will be comparative in order to generate hypotheses which will hopefully be relevant to a large number of other cases. Finally, we shall discuss future prospects for male-female relations.

There are no pre-requisites for the course. It assumes, but does not demand, general familiarity with basic works on the contemporary American women's liberation movement. (It would certainly be desirable to have read The Second Sex, The Dialectics of Sex, and Sexual Politics.) Course requirements include a paper, normally 15-20 pages in length, due during the semester. In addition, in order to improve the quality of seminar discussion and to focus issues more sharply, students will be expected to turn in on the day preceding the seminar a list of two or three questions they would particularly like to discuss in connection with that week's reading. There will also be a take-home final exercise. Assigned readings will vary in length from week to week with the subject to be dealt with and with the kind of reading matter assigned, but will normally average 200 pp. of quite easy to read material.

One final word: this is not a seminar about women. Rather it is a study of male-female relations and about the way in which various forms of male-female relations effect and are effected by the process of modernization.

Margaret Mead, SEX AND TEMPERAMENT IN THREE PRIMITIVE SOCIETIES
Elizabeth Fernea, GUESTS OF THE SHEIK
David Gordon, WOMEN OF ALGERIA
Cora Vreede-De Stuers, THE INDONESIAN WOMAN
Rama Mehta, THE WESTERN EDUCATED HINDU WOMAN
Ester Boserup, WOMAN'S ROLE IN ECONOMIC DEVELOPMENT
Doris Lessing, THE GOLDEN NOTEBOOK

I. Politics, Religion, and Sexuality: Male-Female Relations in Primitive Societies (Week of Sept. 29)

Roy G. D'Andrade, "Sex Differences and Cultural Institutions," in Eleanor E. Maccoby, ed., THE DEVELOPMENT OF SEX DIFFERENCES, pp. 173-203.
Margaret Mead, SEX AND TEMPERAMENT IN THREE PRIMITIVE SOCIETIES, at least chaps. 5-7, 12, 15, 17-18; preferably all.
Joseph Campbell, THE MASKS OF GOD: PRIMITIVE MYTHOLOGY, pp. 88-118.
Supplementary
Simone de Beauvoir, THE SECOND SEX, chaps. 4-5.
Lionel Tiger, MEN IN GROUPS, chap. 3.
Herbert Marcuse, EROS AND CIVILIZATION, chap. 3.

II. Property, Class and Status: Male-Female Relations in Traditional Societies (Week of Oct. 6)

Elizabeth Fernea, GUESTS OF THE SHEIK.
Moses I. Finley, THE WORLD OF ODYSSEUS, chap. 5.
Supplementary:
Judith R. Williams, THE YOUTH OF HAOUCH EL HARIMI A LEBANESE VILLAGE pp. 51-54; 76-79; 86-88; 97-101; 106-117.

III. Repression and Secrecy: Masculine Consciousness and its Relation to the Feminine (Week of Oct.13)

Erich Neumann, THE GREAT MOTHER, pp. 3-63.
Joseph Campbell, THE MASKS OF GOD: CREATIVE MYTHOLOGY, pp. 42-83; 175-86; 262-77.
Trevor-Roper, two-part article on witches ENCOUNTER, vol. 28, pp. 3-25 (May 1967); pp. 13-34 (June 1967).
Supplementary:
Henri Corbin, CREATIVE IMAGINATION IN THE SUFISM OF IBN AL ARABI, pp. 136-78.
Gershon Scholem, ON THE KABBALAH AND ITS SYMBOLISM, pp. 103-09; 118-57.
Erich Neumann, THE ORIGINS AND HISTORY OF CONSCIOUSNESS, vol. I.

IV. The Impact of the Modern Age on Traditional Societies (Week of Oct. 20)

Manfred Halpern, THE DIALECTICS OF TRANSFORMATION IN POLITICS, PERSONALITY, AND HISTORY (mimeographed).
Clifford Geertz, ISLAM OBSERVED, pp. 56-74.
Wilfred Cantwell Smith, ISLAM IN MODERN HISTORY, chap. 3.
M.M. Siddiqi, WOMEN IN ISLAM, (skim to get the general approach).
Supplementary:
Louis Kampf, ON MODERNISM.

V. The Transformation of Peasant Societies in Islam: Algeria and Indonesia (Week of Oct. 27)

David Gordon, WOMEN OF ALGERIA.
Cora Vreede-De Stuers, THE INDONESIAN WOMAN.
Kay Boals, "The Transformation of Male-Female Relations in Northern Africa," (mimeographed).

VI. The Transformation of Peasant Societies under Communism: The Russian Case (Week of Nov. 3)

Jessica Smith, WOMAN IN SOVIET RUSSIA
Gregory Massell, "Law as an Instrument of Revolutionary Change in a Traditional Milieu: The Case of Soviet Central Asia," LAW AND SOCIETY REVIEW, Vol. II, No. 2, Feb. 1968, pp. 179-228.

VII. The Role of Education in Changing Consciousness (Week of Nov. 10)

Rama Mehta, THE WESTERN EDUCATED HINDU WOMAN.
Supplementary:
A.F.A. Husain, EMPLOYMENT OF MIDDLE CLASS MUSLIM WOMEN IN DACCA, pp. 8-69.

VIII. Modernization and Changing Family Patterns (Week of Nov. 17)

H. Kent Geiger, THE FAMILY IN SOVIET RUSSIA, pp. 217-62.
William Goode, WORLD REVOLUTION AND FAMILY PATTERNS, (read any three chapters.)

IX. Male-Female Relations and Economic Modernization (Week of Nov. 24)

Ester Boserup, WOMAN'S ROLE IN ECONOMIC DEVELOPMENT
Supplementary:
Norton Dodge, WOMEN IN THE SOVIET ECONOMY
Padmini Sengupta, WOMEN WORKERS OF INDIA

X. Women's Participation in Revolutionary Politics (Week of Dec. 1)

Frantz Fanon, STUDIES IN A DYING COLONIALISM, pp. 35-67.
Kamaladevi Chattopadhyay, "The Struggle for Freedom," in Tara Ali Baig, ed., WOMEN OF INDIA, pp. 14-31.
Frank Moraes, "In Political Life," ibid., pp. 90-105.
Ethel Mannin, WOMEN AND THE REVOLUTION, pp. 37-62; 86-141.

XI. Where Are We Now? Where Can We Go From There? (Week of Dec. 8)

Harriet Holter, "Scandanavia," in Rachael Patai, ed., WOMEN IN THE MODERN WORLD, pp. 437-62.
Carolyn Bird, BORN FEMALE, chap. 8.
Sally Kempton, "Cutting Loose," ESQUIRE, July 1970.
Simone de Beauvoir, THE SECOND SEX, chap. 25.
Louis Kampf, ON MODERNISM, chap. 6.
Joseph Campbell, THE MASKS OF GOD: CREATIVE MYTHOLOGY, pp. 625-678.

XII. Male-Female Relations: A Novelist's View (Reading Period)

Doris Lessing, THE GOLDEN NOTEBOOK.

Lynne Iglitzin, Political Science
Ann Johnson Teaching Assistant

University of Washington/
Seattle
70-71

PATRIARCHAL POLITICS

The following are principal texts which you are urged to buy: Roszak and Roszak, Masculine and Feminine (Harper); Simone de Beauvoir, The Second Sex (Bantam); Mill, J. S., The Subjection of Women (MIT); Marx, Lenin, Engels, Stalin in The Woman Question (International); Shulamith Firestone, The Dialectics of Sex (Morrow).

Readings are arranged in order of importance; you are urged to read the items marked with an * so that our discussions will be able to focus on areas all of us are familiar with; supplementary books are included to assist those who wish to delve further, and for the individual seminars we will be forming in specific areas of interest. Books in the first category are on reserve in UGL and Pol Sci. Library.

I. WOMEN IN POLITICS

(March 29) a) Women as marginal participants in traditional politics
Reading: *Robert E. Lane, Political Life, pp. 209-216.
*Campbell, et. al., The American Voter, pp. 483-493.
*Almond and Verba, The Civic Culture, pp. 324-335.
Supplementary: Maurice Duberger, Political Role of Women, pp. 49-73.
Harold Gosnell, Democracy: Threshold of Freedom, pp. 50-77.

(April 5) b) Politics as masculine: patriarchal politics
Reading: *Aristotle, Politics, Book I.
*de Beauvoir, pp. 56-128.
*Roszak, "The Hard and the Soft"; also "The Man Problem."
*Firestone, Chapter 8.
*Mill, Subjection of Women, Chapter 1.
Supplementary: Lionel Tiger, Men in Groups, Chapter 2.
Lucy Komasar, "Violence and the Masculine Mystique."
Kate Millett, Sexual Politics, Chapter 2.
William Domhoff, Who Rules America?

(April 12) c) Women as active participants in issue-oriented politics
Reading: *Firestone, Chapter 2.
*Aileen Kraditor, Up From the Pedestal, pp. 183-287 (skim).
*"Women's Struggle: A Historical Overview," by Pollard and Keck in Stambler, ed. Women's Liberation (Ace books - 95 cents).
*Christopher Lasch, The New Radicalism in America, Chapters 1, 2, and 4.
Supplementary: Donald Meyer, The Positive Thinkers, Ch. 3.
William O'Neill, "Feminism as a Radical Ideology," in Young, Dissent.
Eleanor Flexner, Century of Struggle.
Women: A Journal of Liberation, Vol. I, No. 4. "Women in Revolution."
O'Neill, Everyone Was Brave; The Woman Movement.

II. THE PROPS OF PATRIARCHAL POLITICS

(April 19) a) Sociological
Reading: *de Beauvoir, pp. 249-347, "The Formative Years"; *Firestone, Ch. 4, "Down with Childhood"; *Fred Greenstein, Children and Politics, Ch. 6, "Sex Differences"; *Roszak, articles by Hacker, Rossi; *Mill, Chap. 2, 3.

Supplementary: Betty Friedan, The Feminine Mystique; Cade, The Black Woman; Clark, Dark Ghetto, "Sex and Status"; Aries, Centuries of Childhood, A Social History of Family Life; Goode, The Family; Wylie, Generation of Vipers; Merriam, After Nora Slammed the Door.

(April 26) b) Psychological
Reading: *de Beauvoir, Chap. 2, pp. 33-47, 347-497; *Firestone, Chap. 3; *Roszak, articles by Horney, Herschberger, Lydon, Sampson, Nietzche, Freud; *Freud, "Female Sexuality," in International Journal of Psychoanalysis, Vol. XIII. 1932, pp. 281-297.

Supplementary: Kate Millett, Sexual Politics, pp 176+; Ronald Sampson, The Psychology of Power, Introduction, Chap. 2, 6; Theodore Reik, The Creation of Woman; Lundberg and Farnham, Modern Woman: Lost Sex; Weininger, Sex and Character; Mary Jane Sherfey, "Evolution and Nature of Female Sexuality," Journal of American Psychoanalytic Association, Vol. 14, No. 1, Jan. 1966; Robert Stoller, Sex and Gender.

(May 3) c) Economic and Legal
Reading: *The Woman Question; *Roszak, pp. 166-245; *Firestone, Chap. 1.

Supplementary: Kanowitz, Women and the Law, pp. 1-99; Wollstonecraft, Vindication of the Rights of Women; Bird, Born Female; Bebel, Women and Socialism; Gilman, Women and Economics; Engels, Origin of Family, Private Property and the State.

(May 10) d) Literary
Reading: *de Beauvoir, Chap. 10, pp. 185-237; *Firestone, Chap. 7,8,9; *Roszak, "The Man Problem," pp. 3-50; *Virginia Woolf, A Room of One's Own; *Ibsen, The Doll's House.

Supplementary: Kate Millett, op. cit., Part III.; Rousseau, Emile; de Beauvoir, The Women Destroyed; Masters and Lea, The Anti-Sex; Ellman, Thinking About Women; Lifton, Woman in America, article by Diana Trilling.

May (17) e) Anthropological and Religious
Reading: *de Beauvoir, pp. 129-185; *Karen Horney, "The Dread of Woman," International Journal of Psychoanalysis, Vol. 13, 1932, pp. 348-360; *H.R. Hays, The Dangerous Sex: Myth of Feminine Evil.

Supplementary: Briffault, The Mothers; Bachofen, Motherright; Malinowski, Sex and Repression in Savage Society; Mead, Male and Female; Sex and Temperament; Daly, The Church and the Second Sex; Montague, The Natural Superiority of Women; Ruth Herschberger, Adam's Rib.

III. THE CHALLENGE TO PATRIARCHAL POLITICS: POLITICS REDEFINED

(May 24) Reading: *de Beauvoir, pp. 639-689; *Mill, Chap. IV; *Firestone,
(May 31) Chap. 10, Conclusion. *Roszak, pp. 241-306.

Supplementary: Stambler, Women's Liberation: Blueprint for the Future, especially pp. 141 and 233; Robin Morgan, Sisterhood is Powerful; Tanner, Voices from Women's Liberation; Koedt, Firestone, Notes from the Second Year.

Audrey S. Wells

Pittsburgh Association for the
Advancement of Women
70-71

THE FEMALE DOMAIN OF POLITICS

This course is an attempt to place women in the political system conceptually and give an account of their contributions to the "authoritative allocation of values" in our society. Male political scientists have overlooked women as subjects of study for the most part or portrayed them in the past as unimportant in the political process.

Just as Blacks had their own separate political system tied to the White, male political system by Uncle Toms, American women have their own domain of politics connected to the latter by Aunt Janes. The Female political system is not lateral but a subordinate system. It is dependent on the White, male dominated system which possesses the power in the society. One finds the female domain under the code name "volunteer work." Women run numerous organizations in the volunteer sphere, but their power is controlled by the superordinate system. There are token women in leadership positions in the superordinate system; some women hold elected political offices, but women usually do menial tasks and are excluded from the locus of power.

This course will explore the boundaries and contents of the female domain of politics, identify the mechanisms which perpetuate the sexual apartheid of political systems, and look for strategies which women might use to integrate the superordinate system where real power lies.

Women in political parties, in political office, in government employment, and political interest groups will be studied. There will be a discussion of the cultural influences and discriminatory practices which have worked against a fair representation of women in politics and an appraisal of the trends toward the professionalization of women candidates and a larger share of political power for women.

Outline of Topics

I. A Conceptual Framework: The Female Domain of Politics
II. Women in Politics: Their Recruitment
III. Mechanisms that Bar Women from Political Power
IV. Political Socialization and the American Female
V. The Influence of Women in Politics
VI. Strategies of Women Political Candidates: The Campaigns of Bella Abzug and Shirley Chisholm
VII. Interview with a candidate for Pittsburgh City Council
VIII. The Attitudes of Women toward Women in Politics and their Propensity to Support Female Candidates

An extensive bibliography accompanied this course outline. Contact Ms. Wells for a copy.

Isabel Welsh
Political Science

University of California/Berkeley
70-71

WOMEN IN POLITICS

FIRST THREE WEEKS: THE HISTORICAL PERSPECTIVE
An investigation of five major areas in which women were involved. What styles of participation have been open to American women? What resources did they bring to to bear on these issues? What impact, if any, did their participation have upon the resolution of the issue?

I. Reform of the Polity: Anne Hutchinson

Battis, Emery, Saints and Sectaries: Anne Hutchinson and the Anti-Nomian Controversy in the Massachusetts Bay Colony ; Curtis, E. R., Anne Hutchinson; Eriksen, Kai, Wayward Puritans: Study in the Sociology of Deviance.

II. Abolition of Slavery

Grimke, Sarah, Letters on the Equality of the Sexes and the Condition of Women; Weld, Theo, Letters of T. D. Weld, Angelina and Sarah Grimke; Lerner, Gerda, The Grimke Sisters from South Carolina; Sillen, Samuel, Women Against Slavery. See also: Selections under Eighth Week. For background consult Stampp, Kenneth, The Peculiar Institution; Lader L., Bold Brahmins: New England's War Against Slavery.

III. Social Reform: Welfare Institutions and the Wider Society

Addams, Jane, The Long Road of Women's Memory; _____, Newer Ideals of Peace; _____, Peace and Freedom in Time of War; _____, Twenty Years at Hull House; _____, Women at the Hague; _____, Social Application of Religion; _____, Democracy and Social Ethics; Conway, Jill, "Jane Addams: An American Heroine," Daedalus, Spring 1964; Drinnon, R., Rebel in Paradise (Biography of Emma Goldman); Goldman, Emma, Anarchism and Other Essays; _____, Living My Life; _____, My Disillusionment in Russia; _____, The Psychology of Political Violence.

IV. Social Reform: Prohibition

Nation, Carry A., The Use and Need of the Life of Carry Nation; Earhart, Mary, Francis Willard: From Prayers to Politics; Stebbins, Jane, Fifty Years History of the Temperance Cause; see also background; Gusfield, Joseph, Symbolic Crusade.

V. Suffrage

Flexner, Eleanor - Century of Struggle; Kraditor, Aileen - Ideas of the Women Suffrage Movement; O'Neill, William - Everyone was Brave; Lutz, Alma - Created Equal (biography of Elizabeth Stanton); _____, Emma Willard; _____, Challenging Years; Hays, Elinor - Morning Star: A Biography of Lucy Stone; _____, Those Extraordinary Blackwells; Peck, May - Carrie Chapman Catt; Shaw, Anna - Story of a Pioneer; Stanton, Elizabeth - Eighty Years and More; Gilman, Charlotte Perkins, The Home: Its Work and Influence; _____, The Man Made World; _____, Women and Economics; _____, His Religion and Hers: _____, The Living of Charlotte Perkins Gilman; Doyle, William - Charlotte P. Gilman and the Cycle of Female Reform.

Note: Elizabeth Stanton and Ida Harper wrote a monumental six volume History of Women Suffrage.

General Background Reading for First Three Weeks

Bird, Caroline - Born Female, Ch. 2; Sinclair, Andrew - The Emancipation of the American Woman; Kraditor, Aileen - Up From the Pedestal: Selected Documents.

Other books of interest: Adams, Abigail - Familiar Letters of John Adams and His Wife Abigail; Benson, Mary - Women in the Eighteenth Century; Dexter, Elizabeth - Career Women of America 1776-1840; _____, Colonial Women of Affairs: Women in Business and the Professions Before 1776; Martineau, Harriet - Society in America; Madison, Dorothy - Memoirs and Letters; Spruill, Ulia C. - Women's Life and Work in the Southern Colonies

FOURTH WEEK: POLITICAL IMPOTENCE SINCE SUFFRAGE?
General Reading: Greenstein, Fred - "Sex Related Political Difference in Childhood," Journal of Politics, May 1961; Hacker, Helen - "Women as a Minority Group," Journal of Social Forces, Oct. 1951; Tiger, Lionel - Men in Groups; Duverger, Maurice, The Political Role of Women (UNESCO)

I. Voting Campbell,Angus et. el., The American Voter; Lane, Robert - Political Life; Gruberg, Martin - Women in American Politics, p. 1-70; Hastings,Philip - "How and Howevers of the Women Voter," N.Y. Times Magazine, June 12, 1960

FIFTH WEEK: POLITICAL IMPOTENCE SINCE SUFFRAGE?
II. Women's Organizations

Croly, Jane - A History of the Women's Club Movement; Fletty, Valborg - Public Service of Women's Organizations; Gruberg, Martin, op. cit., p. 83-116

III. The Dilemma: Political Actresses or Political Helpmates

Bennett, Helen - American Women in Civic Work; Erickson, Joan - "Notes on the Life of Eleanor Roosevelt," Daedalus, Spring 1964; Flynn, Elizabeth Gurley, Alderson Story: My Life as a Political Prisoner; _____, Daughters of America; _____, Women in the War; Graham, Frank - Margaret Chase Smith; Harriman, Florence - From Pinafore to Politics; Lamison, Peggy - Few are Chosen; Loth, David - A Long Way Forward: Biography of Congresswoman Bolton; Mesta, Perle - My Story; Mitchell, A. - America's First Woman Mayor (Susanna Salter); Nestor, Agnes - Women's Labor Leader; Roosevelt, Eleanor - Autobiography; _____, It's Up to the Women; _____, My Days; _____ This I Remember; _____, This Is My Story; _____, Tomorrow is Now; _____, Ladies of Courage Gildersleeve, Virginia - Many a Good Crusade; Longworth, Alice - Crowded Hours.

This is a partial list. Check in the public library for popular accounts of President's wives. Note Ellen Proxmire, One Foot in Washington: The Perilous Life of a Senator's Wife.

SIXTH AND SEVENTH WEEKS: POLITICAL IMPOTENCE SINCE SUFFRAGE?
IV. Contemporary Legislation

General Reading: Citizens' Advisory Council on the Status of Women (Department of Labor), American Woman 1968; Ditzion, Sidney - Marriage Morals and Sex in America; Myrdal, Alva - Women's Two Roles: Home and Work; Rainwater, Lee - Workingman's Wife.

Kinship: Kanowitz, Leo - Women and the Law, pp. 9-15, 35-100; Rossi, Alice - "Abortion and Social Change," Dissent, July-August, 1969; Fryer, Peter - The Birth Controllers; Sanger, Margaret, Autobiography; O'Neill, William - Divorce in the Progressive Era.

Employment: Kanowitz, Leo, op. cit., pp. 100-49,178-97; Bird, Caroline - op. cit., Ch. 4; Boone, Gladys, Women's Trade Union Leagues; Epstein, Cynthia - Professional Women; Etzioni, Amitai - The Semi-Professions; Peterson, Esther - "Working Women," Daedalus, Spring 1964; Cain, Glen - Married Women in the Labor Force; Clawson, Augusta - Shipyard Diary of a Woman Welder; Nye, Francis and Hoffman, Lois - Employed Mothers in America; Smuts, Robert W. - Women and Work in America; Woolf, Virginia - A Room of One's Own.

EIGHTH WEEK: MINORITY GROUP WOMEN
General Reading: Billingsley, Andrew - Black Families in White America; Kardiner, A., and Ovesey L., The Mark of Oppression, Part II; Rainwater, Lee - The Moynihan Report, read the report itself; Botkin, B. A. - Lay My Burden Down; Carson, Josephine - Silent Voices: Southern Women Today - Cade, Toni - The Black Woman (New American Library); Chisholm, Shirley - Unbought and Unbossed; Fauset, Arthur - Sojourner Truth; Forten, Charlotte - Journal; Daniel Sadie - Women Builders; Holt, Rackham - Mary M. Bethune; Matthews, Donald and Prothero, Jas. - Negroes and the New Southern Politics; Sterling, Dorothy - Freedom Train (Harriet Tubman); Sterne, Emma - Mary M. Bethune;

Reference: Davis, John - American Negro Reference Book

NINTH WEEK: CONTEMPORARY POLITICAL THEORIES
Firestone, Shulamith - Dialectic of Sex; Millett, Kate - Sexual Politics, p. 1-88; Morgan, Robin - Sisterhood is Powerful; Rossi, Alice - "Equality Between the Sexes: An Immodest Proposal," Daedalus, Spring 1964.

Martha S. Mednick
Department of Psychology

Catholic University of America
Fall 1971

PSYCHOLOGY OF WOMEN

The course will attempt to achieve a number of goals. Among these will be:

(1) A survey of theoretical and research literature dealing with a broad range of areas relevant to the psychology of women.

(2) Intensive study of several problem areas on the bases of student and instructor interest.

(3) Discussion of the impact of the readings on our own further development and future plans. (Consciousness raising?)

(4) A delineation of major questions which must still be answered by further research.

TOPIC OUTLINE

Date	Topic	Readings (refer to reference list for full notation)
9/16 23	1. Introduction & Planning Session Theoretical issues, psychoanalytic theory and rejoinders.	Bardwick: Ch. 1 Erickson, E. H.: (in Lifton or Daedelus) Carlson, R. Gutmann, Freud, S., (1965) Horney, K., Weisstein
9/23 30 10/7	2. Sex Differences: (a) Biological Foundations (b) Female Sexuality Dr. Estelle Ramey, Speaker	Bardwick: Ch. 2,3,4,5 Trilling, Mademoiselle, July 1971 Sherf M. J.; Money, Jo Beach, 1965 (read appropriate parts)
(12 hours)	(c) Socialization Processes Identification; Development of Sex Role Identity	Bardwick: Ch. 6,7,8 Maccoby Bem & Bem (in "Hearings") Kagan (in Hoffman & Hoffman) Douvan (in Bardwick et. al. 1970)
10/19	3. Motivation and Personality: Identity, Ego Strength & Self-Esteem: Affiliation and Achievement. Ability. Presentations to begin on 10/28	Bardwick: Ch. 9,10,11 Hoffman (1971) Horner; Carlson, (others to be added)
10/28 11/4 11	4. The Sex Role Issue (a) Current Status & Conceptions (b) Women and Achievement (c) Cross-cultural differences (d) Black women (speaker on 11/11- perhaps panel)	Bardwick: Ch. 11 Broverman, Henley Tangri, Helson Dobert Status of Women in Sweden Boserup, Weston & Mednick Mednick & Puryear

11/18	5.	The Status of Women Legal & illegal discrimination - the subtle and the overt. (Speaker: Catherine East - Commission on the Status of Women)	"Hearings" 1970 Bird A Matter of Simple Justice
12/2	6.	The New Feminist Movement	Morgan Friedan DeBeauvoir, Greer, Millett Other materials to be arranged Palme; Sawyer

REFERENCE LIST

NOTE: I have several long. extensive bibliographies available. I will try to arrange for you to have access to these from time to time. The Bardwick book has an excellent bibliography as do Maccoby, Lewis, and several of the others on the list.

I. Textbooks (to be purchased and read in their entirety)
Bardwick, Judith M., Psychology of Women, 1971, New York, Harper & Row
Morgan, Robin (Ed.), Sisterhood is Powerful, Vintage V-539
Bird, Caroline, Born Female: The High Cost of Keeping Women Down, 1968,McKay.
DeBeauvoir, Simone, The Second Sex, 1948,(optional, except for assigned sections)

II. Purchase, if you can (optional reading)
Millett, K., Sexual Politics
Greer, G., The Female Eunuch

III. I will bring in reprints and dittos of a number of papers, have duplicates made and kept on file at the reserve library. These are marked with a (1) in the following list.

IV. Other references for assigned readings
Beach, Frank A., ed. Sex and Behavior, Wiley, 1965
Bem, S.C. & Bem, D.J., Training the Woman to Know her Place: the power of a non-conscious ideology in "Hearings" part 2.
Boserup, E., Women's Role in Economic Development, London: George Allen & Unwin, Ltd., 1970
(1)Carlson, Rae, Understanding Women: Implications for Personality Theory and Research, J. Social Issues, in press
(1)Broverman, et.al, Sex role stereotypes: a current appraisal, 1971, J. Social Issues, in press
(1)Dobert, M., Tradition, Modernity and Woman Power in Africa, J. Social Issues in press
Erikson, Erik H., Inner and Outer Space: Reflections on Womanhood, in Lifton, Daedelus, 1964, 93, 582-606. See also: Identity, Youth & Crisis, Norton 1968
Freud, 1965, Femininity: Lecture XXXIII, New Introductory Lectures on Psychoanalysis, Norton
Friedan, Betty, The Feminine Mystique, Dell, 1963
Gutmann, David, Women and the Conception of Ego Strength, Merrill-Palmer Quarterly, 1965, II, 229-241
(1)Helson, R., The Changing Image of the Career Woman, J. Social Issues, in press
(1)Henley, N., The Politics of Touch, 1971, unpublished manuscript
(1)Hoffman, L.W., Early Childhood Experience and Women's Achievement Motives. J. Social Issues, in press
Horner, M., Fail, Bright Women in Psychology Today and Hearings, part 2

Kagan, J. in Hoffman & Hoffman (Eds.) Child Development Research, Russell Sage
Lifton, Robert, Ed., The Woman in America, Beacon Press, Boston, 1965.
Maccoby, E., The Development of Sex Differences, Stanford Univ. Press, Calif.1966.
(1)Mednick, M.S. and Puryear, G.R., Militancy, affective attachment and fear of success in black college women, 1971, unpublished manuscript.
Money, Jo, Sex Errors of the Body, John Hopkins, Baltimore, Md., 1968, See especially chapter on gender, identity and role (articles by same author will be placed in library by MSM)
(1)Palme, O., The Emancipation of Man, J. Social Issues, in press
(1)Sawyer, J., On Male Liberation, Liberation, 1970, 15, No. 6, p. 32
Sherfey, M.J., The Evolution and Nature of Female Sexuality in Relation to Psychoanalytic Theory, J. American Psychoanalytic Assoc., 1966, 14, 28-128 (replies to Sherfey in same journal in 1968)
Status of Women in Sweden (see if you can get a copy through Sedish embassy)
(1)Trilling, D., Female Biology in a Male Culture, Saturday Review, Oct. 10, 1970

Weisstein, N., Psychology Constructs the Female on the Fantasy Life of the Male Psychologist, in Garskof, M. (Ed.), Roles Women Play: Readings Towards Women's Liberation, Brooks-Cole, 1971. Also in "Hearings" - Part I.
Weston, P. and Mednick, M., Race, Social Class and the Motive to Avoid Success in Women, J. Cross-Cultural Psychology, 1970, 1, 248-291
Lewis, E.C., Devleloping Woman's Potential

Lynn M. Osen
Department of Psychology

U. Extension/Irvine
71-72

UNDERSTANDING THE FEMALE PERSONALITY

Course Description:

A study of psychological assumptions about the female personality and how these assumptions are being questioned or verified by recent experimental studies. Psycho-social influences upon the developing psyche and behavior patterns of the female will be discussed, as well as sex differences and the interaction of the individual with the environment. Special emphasis will focus on attitude formation, gender role-learning, self-images, needs, values, fears and aspirations. The current renaissance of concern for women has brought demands for a re-examination of our ideas about the female personality and the socialization process which contributes to its development. This course is designed to stimulate thought, discussion and research into the changing nature and nurture of the female psyche.

BIBLIOGRAPHY:

KNOW packet
Selected journal articles
Maccoby, E. E. (Ed.) The Development of Sex Differences. Stanford. Stanford University Press, 19661
Freud, S. Collected Papers, Vol. 5, London, Hogarth Press.
Horney, K. Feminine Psychology. New York: Norton, 1967.
Farber S. & Wilson, R. L. (Eds.) The Potential of Women. New York: McGraw-Hill, 1963.

TOPICAL OUTLINE:

Week

9/21 Introduction to course
9/28 Cultural Development of Attitudes
10/5 Sexual Mythology/Influence of Myths on Psychological Theories
10/12 Role of Biological Factors
10/19 Development of Sex Differences in Cognitive Functioning
10/26) Contributions from Theory: Freud, Horney, Jung, Adler, Eriksen,
11/2) Allport, Maslow, Laing, etc.
11/9 Case Studies and Patterns of Development
11/16 Contemporary Psychology and the Study of Feminine Roles
11/23 Cross-Cultural Perspectives/Comparison of Soviet, Swedish Theories of Personality Development in the Female
11/30 Quo Vadis/Reports/Finals

Liz Buttors, Jenny Krauss,
Vivian Rothstein

Liberation School for Women
Chicago, Ill.
February, 1971

READING LIST FOR STUDY GROUP ON THE FAMILY

Session I.
*Linda Gordon, Families; *Juliet Mitchell, The Longest Revolution (first 5 pp.).

Session II.
*Frederick Engels, The Early Development of the Family (or read the entire Origins of the Family, Private Property and the State; Impolite Questions about Frederick Engels, written by Minneapolis W. L. -optional; Margaret Mead, Sex and Temperament in Three Primitive Societies - optional.

Session III.
*Summary of Mary Beard, Women as a Force in History; *Aries, Centuries of Childhood, parts will be suggested, or can read entire book; *Finish the Longest Revolution by Juliet Mitchell.

Session IV.
*Charlotte Perkins Gilman, Women and Economics; *O'Neill, Everyone Was Brave, 10-page excerpt; Ellen Dubois, Grimke Sisters article in Women's Journal- optional; O'Neill, Divorce in the Progressive Era, optional but highly recommended.

Session V.
*Cade, Black Women Speak, suggested sections on the black family; *Peggy Morton, "A Woman's Work is Never Done"; *Benston, Political Economy of Women's Liberation; Blue-Collar Marriage - optional.

Session VI.
*Firestone, Dialectic of Sex, sections on the family; *M. Tax, Woman and Her Mind, sections III and IV.

February, 1971
This is a summary of experiences in our family study group along with discussion questions which we used. It is reproduced in the hopes that it will be helpful to other women running similar classes.

Session I. General Discussion
Focus of the course is to see the family as an institution which has developed over time rather than a static institution which has always existed as it does today. We hope to develop an historical perspective on the conditions which created and maintain the family and the role the family has played at various times in history.

Discussion: The members of the class were asked why they're in the class and what they wanted to learn. They were asked to explain how their current living situation has raised questions for them about the family and what were the specific questions they had. We went around the room and the 30 women present gave brief pictures of what their lives were currently like and what they wanted out of the course. The discussion was very exciting because women present represented all the various living arrangements that women are in, and because it was clear that people hoped that the course would give them some intellectual understanding of their personal lives.

Session II: Discussion of Engels
The group was so large that we decided to meet for half the time in the large group in order to hear summaries of Engels and the critique of Engels, and then break into 3 small groups for discussion.

Discussion Questions:
1. How do our concepts of property influence us and how are they reflected in the way we regard other people who are close to us?
2. What would women's life be like in a matrilinear society?
3. Do you think that a group marriage in modern form would succeed in our society?
4. To what extent are economies and production at the root of women's oppression? Or did male supremacy precede class exploitation? Is so, what is the basis of women's oppression? To what extent is biology, including women's reproductive functions and her lesser physical strength, an important factor at the basis of women's oppression?
5. How valid is MOrgan's anthropology? What difference does it make to the validity of Engels' conclusions?
6. Engels says that with equality, men and women would probably both be monogamous. What do you think? Is sex-love by its nature exclusive?
7. Was the change from group marriage to pairing marriage really advantageous to women as Engels suggests?

Following the small group discussions, we decided to restructure things again. We decided to meet in small groups for the whole time, followed by a short 15-minute business and evaluation meeting. We stressed the importance of doing the readings, so that our classes would be much more than mere rap groups. We encouraged people to have a short period of self-criticism at the end of each discussion.

Questions to Consider for Session III
1. What are the differences between the medieval and modern nuclear family, according to Aries? What functions did each type of family serve? What functions were unique to each and what were similar?
2. Engels suggests that among animals the family weakens the herd. "Before a herd can be formed, family ties must be loosened and the individual must have become free again." (p. 29). Aries said that the old medieval sociability became incompatible with the intimacy and privacy of family life. "One is tempted to conclude that sociability and the concept of the family were incompatible and could only develop at each other's expense." Do you think that this is true? If so what significance does it have for the women's movement?
3. Aries says that the modern family originated among the middle class, not the nobility or lower class. What do you think might be the significance of this?
4. Beard says that woman's status began to worsen with the rise of the powerful military state. What is the significance of this? How does women's lack of participation in the military then and now affect their total position in society? How does this relate to the question of physical strength in determining women's inferior status?
5. Compare the concepts of childhood in the Middle Ages and the modern family. How are they similar and different? How do the ideologies of the family, children and women reinforce each other? What implications does this have for understanding the oppression of children and the relationship between women's liberation and children's liberation?
6. How do you think women's position changed with the transition from the medieval to modern family? What do you think it was like to be a woman in the medieval family?
7. In what ways do you think the growth of the modern family may have been related to the growth of the feminist movement?

Session IV. Discussion Questions:
1. What do you think about what Gilman says about the fact that the economic dependence that women have on men leads to "over-sexed" characteristics in women? Do you think it's true?
2. Was your mother economically dependent on your father? What characteristics did she encourage in you?
3. Gilman and other early feminists were somewhat anti-sex. They saw relationships between men and women as purely economic ones, and they saw women's virginity as their bargaining element. Therefore, free love lowered the value of women's virginity and made it harder for all women to make advantageous economic arrangements. Do you think our movement should be as anti-sex as they were or should we advocate equal sexual rights with men?
4. Gilman says that the sexuo-economic sexual relations have prevented the development of socialism and a collective economic system because women are dependent on men and men have to compete economically to provide for their own family. Do you agree with this connection between the relationship of the sexes and our competitive economic system?
5. What is the relationship between Gilman's life and her ideology?
6. What is the role of divorce in perpetuating the family as an institution? It seems to allow the family to be more flexible and therefore helps it continue to exist. With legalizing divorce the emphasis is taken away from breaking up the family as an oppressive institution. It would be important to know what the remarriage rate is if one is trying to figure out if the family as an institution is breaking up, or if it is merely becoming more flexible.

Session V. Discussion Questions:
1. To what extent should we encourage women to enter the labor force?
2. To what extent is financial independence a precondition of women's liberation? If so, how do women achieve an independent financial base without being coopted into capitalism?
3. To what extent should a radical feminist strategy stress economic as compared to other types of issues? How important are economic issues? Is our lesser emphasis on such issues a reflection of our class background or of something else?
4. How can we best relate to working class black and white women? To what extent are their problems with the family structure similar to ours?

Session VI. Discussion Questions:
1. What is the role and importance of technology in the liberation of women? How has the pill changed your life? How would it have been different without the pill and other contraceptives? Is it necessary for women's liberation to demand that nature be "conquered" or controlled now? Would the ability to control biological functions break down the natural division of the sexes?
2. Women's position is determined by both her role in production and reproduction. Which do you think is the most basic in the oppression of women?
3. Firestone relates ecology and women's liberation. She sees women's liberation as being ecologically sound because it is anti-materialistic. Do you think that the women's liberation movement is anti-materialist? And what does that mean?
4. What do you think of Firestone's predictions for the future? Is her vision of the future adequate? What about a strategy for getting there? How do you think the development of communal forms of living relate to a strategy for building a new society?

5. What implications can be drawn from Morton's article which says that the winning of economic gains would lead to major changes in terms of women's role? This article is a good example of using an economic analysis of women's oppression to try to develop a strategy for the women's movement. Do you agree with it? If so, what kind of program should we have in the women's movement?
6. Would your parents have related to you differently if they had lived in a commune while they raised you?

Discussion of continuation of the family course:
The most popular idea was to study alternatives to the family structure. Alternatives in other socialist and communist countries, the history and familure of communal experiments in the U.S., present U.S. communal experiments, including all-women's communes, alternative methods of raising children were among the topcis that the women wished to cover.
Another idea was also presented--to study the women's movement before and after the sexual revolution. What did the sexual revolution occur and what difference does it make to the development of our movement today? This course could also include a study of women like Gilman, Sanger and Goldman, their ideas, work and their impact, who were ahead of their time in ideas pertaining to the family, birth control and sexuality and who are clear predecessors of our movement today.

Suggestions for future classes on the family

1. Questions should be passed out before the reading is done, so they can be helpful in understanding the important questions raised by the reading.
2. It is very important that the reading be done by the members of the class. It is possible that individuals be assigned specific readings which they can give a report on to the rest of the class. This would avoid overly heavy reading loads.
3. Ideas for projects on the family came out of the class. One was to do research on whether the American family is really falling apart. Another was for several women from the class to live together in a women's commune for a week during the summer.

Jennie Farley
Rural Sociology

Cornell University
Spring 1971

SOCIOLOGY OF THE FEMALE LABOR FORCE

Required Texts: Women's Bureau, Dept. of Labor, 1969 Handbook Thompson, M.L. (ed.) Voices of the New Feminism; Cade, T. (ed.) The Black Woman: An Anthology; Smith, P., Daughters of the Promised Land.
Packet of Readings:
Barry, H., "Cross-Cultural Perspectives..."
Bem, S. & D., "Sex-Segregated Advertisements..."
Bem, S. & D., "Training the Woman..."
Broverman, "Family Size & Sex Role Stereotypes"
Chisolm, S., "The 51% Minority"
Horner, M., "Why Bright Women Fail"
Laws, J. L., "Social Psychology of Women..."
Rawalt, M., "Legal Arguments for Equal Rights"
Scott, A., "The Half-Eaten Apple"
Fact Sheet on the Earnings Gap
Sixteen Reports on Status of Women

Suggested Texts: Morgan, Robin, Sisterhood is Powerful
Lewis, Edwin, Developing Woman's Potential
Bird, Caroline, Born Female
Lifton, R. J., The Woman in America
Friedan, Betty, The Feminine Mystique
Epstein, C. F., Woman's Place
Nye & Hoffman, The Employed Mother in America

I. Women's Work in American Society

Feb. 2	Introduction & Overview "Fact Sheet on the Earnings Gap" Rossi, "Sex Equality... in Thompson	(Farley)
Feb. 4	Historical Perspective Smith. Chapters 3, 4 Cowley, "Pioneers..." in Thompson Miller & Coghill, "Sex and the Personal Manager..."	(Miller)
Feb. 9.	Women in the Professions Sixteen Reports on Status of Women	(Gardner)
Feb.11.	Employment Discrimination & the Law Readings: To be assigned	(Lecturer to be announced)
Feb.16.	"Blue Collar" Women Keller, "American Lower Class Family.."	(A. Cook)
Feb.18.	Summary Chisholm, "The 51% Minority" Koontz, "Women as Minority" in Thompson	

II. Social-Psychological Factors Affecting Women's Participation in the Workforce

Feb. 23.	Socialization to Work Roles Maccoby, Dev. of Sex Differences, Chap. 1	(Osofsky)

Feb. 25	Vocational Choices of College Women Horner, "Why Bright Women Fail" Farley, "Graduate Women: Career..."	(Gaffney)
Mar. 2	Women in Science Rossi, "Women in Science: Why So Few?" Solomon, "Mobility of Academic Scientists"	(Solomon)
Mar. 4	Women's Use of Law as Tool Rewalt, "Legal Arguments..."	(C. Cook)
Mar. 9	Entry into the Workforce Readings: To be assigned	(Egner)
Mar. 11	Education for Re-entry Samson, "Report on Continuing Education" Likert, "Conversations with Returning Women: Farley, "Women Going Back to Work"	(Samson)
Mar. 16	Division of Labor in Families Walker, "Time-Use Patterns for Household Work" Walker, "Time Used by Husbands for Household Work"	(Walker)
Mar. 18	Wife's Working & Marital Relationships Shea, Spitz, and Zeller, Dual Careers, Chapts. 1 & 6 (R)	(Kaufman)
Mar. 25	Summary Bem, "Training the Woman" Mainardi, "The Politics of Housework" in Morgan Graham, "Women in Academe"	(Farley)

III. Prospects for Change in the Female Labor Force

Apr. 6	Economic Effects of Women's Entry into the Workforce "Woman's Place in the Workforce," Vol. 2, No. 1 of Issues in Industrial Society (available in Warren Hall 119)	(R. Spitz)
Apr. 8	Fertility Control & Female Employment Stycos & Weller, "Female Working Roles & Fertility"	(Francis)
Apr. 13	Societal Resistance to Change in Female Role Readings: To be assigned	(Camhi)
Apr. 15	Male-Female Relations in the Workplace Rossi, "An Immodest Proposal" in Lifton Whyte, "Social Structure of a Restaurant"	(Tobias)
Apr. 20	"Men's Jobs and Women's Jobs" Barry, "Cross-Cultural Perspectives" Leathers, "Female Labor Force in Canada" Bird, Born Female, Chapter 4	(Leathers)
Apr. 22	Working Women and Day Care Ruderman, Child Welfare	(Henry)
Apr. 27	Job Mobility of Welfare Women Readings: To be assigned	(Feldman)
Apr. 29	Changing Status of Professional Women Readings: To be assigned	(Carry)
May 4	Women in Academic Life Scott, "The Half-Eaten Apple" Pullen, "The Educational Establishment"in Thompson	(Farley)
May 6	Black Women's Work in America Linda La Rue, "Black Liberation & Women's Lib" Murray, "Liberation of Black Women" in Thompson	(La Rue)
May 11	Female Studies & Women's Status Laws, J. L., "Social Psychology of Women"	(Farley)
May 13	Summary: Smith, Chap. 22 "The Future of Women"	

Naome Gilbert
Sociology

Merritt College
70-71

THE SOCIOLOGY OF THE WOMEN'S MOVEMENT
OR
THE COLONIZATION OF WOMEN AND THEIR DEMAND FOR LIBERATION

1) January 7th: Introduction: A Schematic Course Description
2) January 12th: The Origins of Women's Oppression: A Sociological Analysis
   A. Structurally
      Reed; Evelyn, A Marxist Approach: Problems of Women's Liberation
      (This is a condensed version of Frederick Engels' Origins of the Family, Private Property, and the State.)

3) January 19th:
   B. Functionally
      1. Marcuse, Herbert- On Repressive Tolerance - From: Critique of Pure Tolerance- Beacon Press, New York,1968. (Reprint)
      2. Hayden, Tom.-Analysis of Monopoly Capitalism's Empire (Reprint)
      3) Weber, Max -The Protestant Ethic and the Spirit of Capitalism, Scribners, New York,1953.

4) January 26th: Women's Oppression Presently: Capitalism's Cultural Correlatives
   A. Women's Place in The Political Economy
      1. Benton, Margaret - The Political Economy of Women's Liberation Monthly Review, Aug.,1968 (Reprint).
      2. Roundtree, Michael - More On The Political Economy of Women Monthly Review, February 1968 (reprint).
   B. The Dialectics of Women's Place in Political Economy
      1. Morton, Peggy - A Women's Work is Never Done (reprint).
      2. Dunbar, Roxanne - Female Liberation: The Basis for Social Revolution (N.F.S.Y.*) pg. 48.

5) February 2nd: Sexual Politics: The Institutionalization of Social Schizophrenia
   A. The Nuclear Family: Mediation for Male Supremacy
      1. Closer, Rose - The Family: Introduction (From: The Family: Its Structure and Function, St. Martins Press, N. Y. 1964 (repr.).
      2. Bebel, August - Woman and Socialism: Introduction, From Woman and Socialism, Socialist Literature Co. 1910 (reprint).
   B. The Individual Woman Objectified and Objected
      1. Limpus, Laurel - Sexual Repression and The Family * Pamphlet.
      2. Tax, Meredith - Woman and Her Mind (N.F.T.S.Y) pg. 10.
      3. Densmore, Dana - On the Temptation to be a Beautiful Object (repr).
   C. Internalizing Oppression: Women's False Consciousness/Real Needs
      1. Peslikis, Irene - Resistances to Consciousness pg. 8 (N.F.S.Y.).
      2. Gardiner, Jennifer - False Consciousness pg. 82 (N.F.S.Y.).
      3. Firestone, Shulamith - Love pg. 16 (N.F.S.Y.).
      4. Nearon, Pamela - Man-Hating pg. 83 (N.F.S.Y.).
      5. Koedt, Anne - The Myth of the Vaginal Orgasm pg. 37 (N.F.T.S.Y.).

*/ Notes from the second year - Radical Feminists, N. Y.,1970.

6) February 9th: The Dynamics of Woman and Family: Social Nexus of Male Chauvinism

1. Laing, Ronald - The Politics of Experience, Ballantine Bks., 1967.
2. Beauvoir, Simone - The Second Sex, Bantam Books, N. Y. 1965.
   The Married Woman - Part V Chap. XVI p. 400-455.
   Social Life - Part V Chap. XVIII p. 497-523.
   Woman's Life Today - Book 11 - Childhood p. 249-306.
   The Young Girl, p. 306-347; Sexual Initiation, p. 347-379.

7) February 16th: The Stratification of Women's Oppression: Social Class Effecting Social Role as Unpaid Laborer/Housewife-
Rainwater, Lee - Workingman's Wife, Macfadden-Bartell Books, N.Y. '68.

8) February 23rd: The Stratification of Women's Oppression: The Identity in Difference - Among Women Who Work

1. I.S.; Women Workers-Forgotten Third of the Working Class (rev).
2. Beauvoir, Simone, - The Second Sex, Chap. XXV The Independent Woman, pg. 639-673.
3. Plath, Sylvia - Ariel, Harper & Row, N. Y. 1966.
4. Dixon, Marlene- Woman as Intellectual: A Position Paper, 1965 (repr).
5. Rossi, Alice - Status of Women in Graduate Departments of Sociology in '68 - '69, in The American Sociologist, Fall 1969.

9) March 2nd: Archetypes of Female Oppression: The Psychic Construct of Our Social Reality

1. Beauvoir, Simone - The Second Sex, Chap. IX Myths p. 129-185.
   Chap. XI Myth and Reality pg. 237-247.
2. Millett, Kate - The Manifesto of Sexual Politics and Liberation, 1968 (reprint).

10) March 9th: Women's Liberation and Third World Women: Sisterhood is Powerful

1. Bernard, Jesse - Marriage and Family Among Negroes, Prentice-Hall N. J. 1966.
2. Black Panther Sisters Speak, from The Movement, Aug. 1969 (reprint).
3. Cade, Toni - The Pill; Genocide or Revolution (reprint 12-70).
4. Williams, Maxine, The Struggle for Liberation, 1970-Black Women's Alliance.
5. La Rue, Linda - The Black Woman and Woman's Liberation, The Black Scholar, 9-70.

March 11th: THURSDAY - Discussion: Women and Socialism-Revolt and Revolution

1. The Women of China, The Red Papers, 1970 (reprint).

11) March 23rd: The Women's Liberation Movement Today: Problems and Promises

A. Small Groups with a Big Job.
   1. Ireland, Waltrud - You Don't Need the Vote to Raise Hell: The Rise and Fall of the Suffrage Movement from: Women Unite, Leviathan Magazine, p. 4, Vol. 2 no. 1, May 1970.
   2. On Autonomy - Small Group Position Paper, Berkeley Women's Liberation Conference, Aug. 1969.
   3. Gerard, ARlene - Sunshine, Judy - Small Group, Big Job, p. 16 Leviathan Magazine op. cit. 1970.
   4. Kearson, Pamela - Power as a Function of the Group, p. 108, (NFTFY)

B. Women's Liberation in Practice
   1. Anonymous, Women's Liberation in Practice, from: The Rat-8/70.
   2. Beauvoir, Simone - The Second Sex, Conclusion, pp. 674-689.

Sisters: Ideally, a course like this which deals substantively with concepts and issues that affect our lives should be an exciting and intimate learning experience. It should provide information that stimulates critical thinking at the same time as it organically creates a feeling of sisterhood and solidarity one develops with other women in a small women's group. Unfortunately, both institutional constraints and class size limit this possibility. We should attempt to realize it within these limitations.

Since this is a course given for credit, it seems necessary to request a paper of an indeterminate length, i.e.: Whereby you say what you have to say. The main purpose of this paper is NOT the grade received. Rather it should be a means of measuring the value of the course in terms of the degree to which you simulate the material taught and exchanged among us, and the extent to which it helps you in creative problem-solving relevant to your own lives.

Therefore, the topic and theme of the paper will be:

The Social Phenomena of Women's Liberation: What I would like you to do is choose a real situation where you, as a woman, were being oppressed by the very fact of your "womanness." This experience might have occurred on any of the dimensions we have studied: Psychologically, socially, sexually, institutionally, in a job situation, etc. Using the theoretical constructs of Women's Liberation which we have discussed throughout the term, create a practice model for that situation that both analyzes, describes, and also CRITICALLY evaluates how you might have behaved in "a more liberated" way. Since The Second Sex was the major course text, we might define the term "liberated" here as Simone de Beauvoir defines it. In existential terms you may then approach it as an action or response you might have taken in your particular situation, that would have validated you as a Human Being rather reduced you to the sphere of the inessential as a Woman.

NOTE: THIS PAPER SHOULD BE BOTH SELF-REVEALING AND FUN!!!

-SISTERHOOD IS AS POWERFUL AS IMAGINATION-

Peggy Golde: Teaching Collective:
Jane Collier, Janet Fjellman, Julia Howell,
Kim Kramer, Ellen Lewin, Michelle Rosaldo
Department of Anthropology

Stanford University
Spring 1971

WOMEN IN CROSS-CULTURAL PERSPECTIVE

Readings:

Robin Morgan, ed., Sisterhood is Powerful
Betty Friedan, The Feminine Mystique
F. Engels, Origins of the Family, Private Property and the State
Margaret Mead, Sex and Temperament in Three Primitive Societies
Eleanor Maccoby, ed., The Development of Sex Differences
K. Gough, "The Nayar and the Definition of Marriage" (Bobbs-Merrill Reprint)
Barry, Bacon, and Child, "A Cross-Cultural Survey of Some Sex Differences in Socialization" (Bobbs-Merrill Reprint)
J. Mitchell "Women: The Longest Revolution"
Benston, "The Political Economy of Women's Liberation"
H. Hacker, "Women as a Minority Group"

Recommended:

Fox, Kinship and Marriage
Schneider and Gough, Matrilineal Kinship
Service, Primitive Social Organization
Lifton, The Woman in America
Golde, Women in the Field
Fernea, Guests of the Sheik
Flexner, Century of Struggle
Turnbull, The Forest People
Millett, Sexual Politics
Liebow, Tally's Corner

On Reserve in Meyer Library:

R A. LeVine, "Sex Roles and Economic Change in Africa" (Ethnology, 1966)
Brown, Role and Status of Women in Soviet Russia
Tiger, Men in Groups
Paulme, Women of Tropical Africa
Snow Women in Modern China
Ward, Women in the New Asia
Geertz, The Japanese Family
Gibbs, Peoples of Africa
Baldwin, Theories of Child Development

Week 1 -- March 30 - April 2 Reading: Mead

Lecture 1: Introduction; organization of the course and its aims, built-in biases of this and other courses; our approach to cross-cultural materials.

Lecture 2: Universality and variation of sex roles.

Week 2 -- April 5-9 Reading: Selections from Engels; Turnbull article in Gibbs
Recommended: The Forest People, The Yanamamo, Service

Lecture 1: Economics and division of labor; how technological development, organization of work, and status divisions relate to position of women. Engels; perspective.

Lecture 2: An evolutionary view of the position of women.

Week 3 -- April 12-16 Reading: Selections from Engels; Gough.
Recommended: Introduction to Matrilineal Kinship, Fox.

Lecture 1: Lineality ideology: how lineality systems of resource allocation affect the position of women. Power strategies and lineality; sons or brothers and keys to power. Effect of residence patterns and divorce.
Lecture 2: Myth of primitive matriarchy; African queens, Nayar family and other cases.

Week 4 -- April 19-23 Reading: Selections from Paulme and Ward; Geertz, LeVine.
Recommended: Fernea.
Lecture 1: Sources of power for women in traditional societies; sterile and menopausal women; differential mortality of women; modernization; labor migration.
Lecture 2: Mobility; wealth and age as competing status indices; caste and class.

Week 5 -- April 26-30 Reading: Mischel in Maccoby; D'Andrade in Maccoby; Barry, Bacon and Child.
Recommended: Liebow, Millett - pp. 176-234.
Lecture 1: Family structure and society; matrifocal families.
Lecture 2: Sex roles and socialization.
Lecture 3: Sex roles and socialization, initiation rites.

Week 6 -- May 3-7 Reading: Maccoby in Maccoby, Hamburg in Maccoby.

Lecture 1: Sex differences and cognitive development.
Lecture 2: To be announced. (More on cognitive development inU.S. society.)

Week 7 -- May 10-14 Reading: Millett in Morgan, Erikson in Lifton.

Lecture 1: Ritual power: women as priestesses and shamans.
Lecture 2: Ritual pollution: conceptualization and cementing of sex role differentiation through religious symbolism.

Week 8 -- May 17-21 Reading: Weisstein in Morgan, Ch. 5 & 6 in Friedan, Introduction plus any two chapters from Golde.

Lecture 1: Male bias in anthropological literature.
Lecture 2: Women as anthropologists.

Week 9 -- May 24-28 Reading: Hacker; Selections from Morgan, Brown, and Seitz, Joreen, B. Jones, Dunbar; Benston.
Recommended: Flexner.
Lecture 1: The woman in the USA now; status and role; effect of social class; unpaid labor in the economy.
Lecture 2: Media images and consumerism.
Lecture 3: The women's movement; methods and principles; past and present.

Week 10 -- May 31-June 3 (Dead week) -- no reading assignments)
Lecture 1: Summing up -- how cross-cultural perspectives relate to and enrich our understanding of current problems; do the approaches used in the course help in thinking about social change?
NOTE: Most weeks a member of the collective will lecture on Monday and Wednesday. On Fridays guest lecturers or special programs will sometimes be presented (these will be announced). Discussion sections will be held once a week.

Arlie Hochschild **
Sociology

University of California/Santa Cruz
1970-71

MODERNIZATION AND THE ROLE OF WOMEN

Note on the Readings.
We will be reading two kinds of books, books to be read as analysis and books to be read as data. Most of the readings will be of the first kind (e.g., Veblen, Transaction, Hacker) but some will be of the second kind (Ninki Burger, Lessing). For example, Ninki Burger is telling us what she thinks an executive's wife should be like. We can interpret her prescriptions in light of the various theorists we read.

Required Readings:
Ninki H. Burger, The Executive's Wife, The entire book except chapters 5 and 11
Rainwater, Coleman and Handel, Workingman's Wife
Toni Cade, The Black Woman: An Anthology: "Tell Martha Not to Moan" by Shirley Williams, "Black Romanticism" by Joyce Green and "Ebony Minds, Black Voices" by Adele Jones and Group
_____, "The Man for Me" (a comic book, to be distributed)
Thorstein Veblen, The Theory of the Leisure Class, the entire book
Transaction Magazine, Special issue on the American Woman, the entire issue
Helen Hacker, "Women as a Minority Group" Bobbs-Merrill Reprint S-108
Barry, Bacon and Child, "A Cross-Cultural Survey of some Sex Differences in Socialization," Bobbs-Merrill Reprint P 23
Willard Waller, "The Rating-Dating Game, Bobbs-Merrill Reprint 301
Doris Lessing, A Man and Two Women
Matina Horner, "Fail: Bright Women" (to be handed out--35 cents)
Naomi Weisstein, "Woman as Nigger" (to be handed out--35 cents)
Philip Goldberg, "Are Women Prejudiced Against Women?"
A. H. Maslow, "Dominance, Social Behavior and Women" (on library reserve)

	Lecture	Readings
January 5, 7:	Introduction	Burger, The Executive's Wife all except Chap. 5, 11. Rainwater, Coleman and Handel, Workingman's Wife (Read these by the third-fourth week.)
January 12, 14:	Socio-Economic Underpinnings of Images of Women	Helen Hacker, "Women as a Minority Group," BM reprint S-108
January 19, 21:	The Social Construction of Vicarious Identity	"To Room Nineteen" in A Man and Two Women by Doris Lessing "Mother Portnoy's Complaints" by Pauline Bart, Transaction Look through The Executive's Wife and Workingman's Wife again
January 26, 28:	Thorstein Veblen, Social Class and "The Trickle Effect"	Thorstein Veblen, The Theory of the Leisure Class "The Man for Me" (comic book, to be distributed.) Linda La Rue, "Black Liberation and Women's Lib." in Transaction
February 2, 4:	Work and Women	Marijean Suelzle, "Women in Labor" in Transaction Goldberg, "Are Women prejudiced Against Women?" (on library reserve) Margaret Benston, "The Political Economy of Women's Liberation"(on library reserve)

**Now at UC/Berkeley

February 9, 11:	Learning How to be Female	Toni Cade, The Black Woman, "Tell Martha Not to Moan" by Shirley Williams, etc. Jo Freeman, "Growing Up Girlish" (in Transaction) Matina Hotner, "Women's Will to Fail" in Psychology Today (to be distributed 35 cents) Naomi Weisstein, "Woman as Nigger" (to be distributed 35 cents) Barry, Bacon and Child, "A Cross-Cultural Survey of Some Sex Difference in Socialization" (Bobbs-Merrill reprint) "Notes for a Case History" in Man and Two Women by Doris Lessing
February 16, 18:	Learning How to be Male	Williard Waller, "The Rating Dating Complex" "A Woman on a Roof" Lessing "One Off the Short List" Lessing
February 23, 25:	Biology and Social Roles	Una Stannard, "Adam's Rib or the Woman Within" Transaction Inge Powell Bell, "The Double Standard in Transaction A. H. Maslow, "Dominance, Personality and Social Behavior in Women" (on reserve in library)
March 2, 4:	Vive la Difference: Separatism, Assimilation or Amalgamation	Alice Rossi, "Equality Between the Sexes: An Immodest Proposal," R.J. Lifton (ed.) The Woman in America pp. 98-143 (on reserve in library) Alice Rossi, "The Beginning of Ideology: Alternate Models of Sex Equality" (on library reserve)

S. Kohl
Social Science

Webster College
Spring 1971

COMPARATIVE SOCIAL INSTITUTIONS: THE FAMILY

This class will examine patterns of family life in the context of the larger society in which it functions. It will be organized around the following issues:

1. The biosocial foundations of the family.
2. Legitimacy, illegitimacy and marriage.
3. Internal processes and family roles.
4. The family and the external system.

The books (see list below) cover a side range of societies and family types. It is suggested that you begin reading immediately since the books will rarely be considered independently of one another. The expectations are that they should be completed by midterm.

TEXTS:

Margery Wolf	The House of Lim
Michael Young and Peter Willmott	Family and Kinship in East London
Ezra Vogel	Japan's New Middle Class
J. R. Seeley, R. A. Sim, E.W. Loosley	Crestwood Heights
Margaret Mead	Children of their Fathers
A.S. Makarnko	The Collective Family

Additional readings will be made as the class progresses.

Final Assignment:
Compare the 4 books: Family and Kin in E. London, Japan's New Middle Class, Crestwood Heights, Children of their Fathers in terms of the following:
1. How does each author approach his study? What are the aspects of the family he is interested in examining? What is his theoretical rationale for his choice of aspects to study? How does he go about it?

2. Decide upon the way in which you will compare the families. This means you must choose specific units for comparison. Since some books have more information about some aspects than others the comparison will not be of even depth. Very briefly state how you made your choice of units for comparison.

3. Briefly list the differences and similarities.

FILM SCHEDULE

Jan. 18:	Orientation for course: The Issue of the Universality of the Family
Jan. 25:	The Four-Poster
Feb. *1:	The Leather Boys
Feb. 8:	Lecture: Legitimacy, Illegitimacy and Reciprocity
Feb. 15:	Man of Aran
Feb. 22:	The Good Earth
Mar. 1:	Lecture: Economics, Ideology, Status and Authority
*15:	Salt of the Earth
*22:	Raisin in the Sun
29:	Lecture: Family and Society
Apr.* 5:	Patha Panchali
12:	Lecture: Socialization
19:	16 in Webster Groves
26:	400 Blows
May 3:	There was an Old Couple
May 10:	Lecture: The Future of the Family

Since the mails and film distributers are not without problems there may be some substitutions and changes. You are welcome to invite friends to the films; however they are requested to donate 75 cents to help defray the cost of the films.

Lucille Kuehn
Comparative Culture

University of California/Irvine
1971-72

WOMEN IN CULTURE

CREDO: Why Women's Studies ? It has been observed that "higher education in the United States was designed almost exclusively for the White, upper or middle-class male. Its procedures, its content, its uninterrupted timetable, and its cost all but prohibit its use by women despite well-meaning, sometimes desperate, twentieth-century attempts to provide appropriate schooling for every qualified American citizen." Women's Studies in Comparative Culture are a beginning in the necessary reconstruction process whose goal is an examination of the totality of the human experience--male and female, men and women of all races and ethnic backgrounds, of all economic groups and classes. If successful, Women's Studies will outlive its usefulness, having accomplished this goal and will no longer be required after having restored the necessary ingredient of women into the study of history, literature, anthropology, psychology, sociology, economics and the laws and relationships which govern society. Therefore, of necessity, Women's Studies are interdisciplinary and dynamic, demanding a more sensitive interrelationship and shared responsibility between instructor and student than traditional single discipline curricula.

In the past women students have been estranged from their own experience and unable to perceive its shape and authenticity, in part because they do not see it mirrored in their academic pursuits. The masculine culture, reinforced by the male author, and, ususally, a male professor, is so all-encompassing that few women students can sustain the sense of a positive feminine identity in the face of it. They have been expected to identify as students with a masculine experience and perspective which is presented as the human one.

In view of this academic history, Women's Studies will provide more than a compensatory function, i.e., an admission of inequality and the need for remedial work. It will have an impact of consciousness raising & feminist cultural restoration at the same time that it serves to stimulate a new body of comparative research which leads to change in educational process and content as well as structure, methodology and curricula. An additional goal is the changing socialization of women which influences their career aspirations, choices and opportunities to assist them in reaching their fullest professional potential.

Contract for Comparative Culture 100

1. Journal --10 minutes a week class time --personal donation of time as desired.

2. Two research papers --minimum of 10 pages.
   a. Library research - due November 4
   b. Field research - due December 2-9

3. Discussion -- participation and organization
   use of reading assignment as basis for discussion

4. Extra credit -- responsibility for class presentation in area of your interest November 4-23

Students were asked to rank their interest in the following areas on a checklist that offered 'much interest,' "average interest," and 'no interest."

1. Affirmative Action Programs in higher education
2. Age
3. Career Planning
4. Child-care facilities & philosophy
5. Cross-cultural studies of women
6. Discrimination
   a. Social inequalities
   b. Economic inequalities
7. Education
8. Employment patterns and opportunities
9. Equal Rights legislation
10. Family patterns
11. History
12. Law
13. Marriage
14. Media (TV, press, movies, music)
15. Medicine
16. Philosophy
17. Politics
18. Psychology - psychoanalysis
19. Religion
20. Sex
21. Sex role determination
22. Status of women
23. Women's liberation movement
24. Voluntarism
25. Other(s)

Schedule weekly

October 4	Introduction. Survey of interests and course expectations. Mead, Male and Female, Preface, Introduction, Part One Morgan, Sisterhood is Powerful, Introduction
October 11	Indices of Social Mobility for Women: Women in the American Economy; Morgan, pp. 3-102, 115-124
October 18	Sex Roles in Contemporary Society: Morgan, pp. 205-245; Mead, Part Four, Ch. XII, XIII, XIX
October 25	The Woman in the Russian/Societ Culture Patai, Women in the Modern World; "The Soviet Union" by Vera Alexandrova; Salisbury, The Soviet Union: The Fifty Years; "The Way People Live" by Charlotte Curtis
November 1	The Chicana: Morgan 376-385
November 8	Cross-Cultural Comparisons: Mead, Part Four, Ch. XV, XVI, XVII,XVIII
November 15	Individual Class Presentations: Kraditor, Up From the Pedestal
November 22	Women in Rock Music Women in India Sex-Role Determination in Marriage Sex-Role Patterns in Adolescence Women in Politics Women in Medicine What's Right with Women's Lib What's Wrong with Women's Lib A Study of the Media - Magazines, Children's Books Women in Religion An analysis of sex Women in History Women at the U.of Cal./Irvine A Study of Law & Discrimination Career Planning for Women
November 29	The Woman in Black Culture
December 6	Summary Discussion and Evaluation

An afterword:
Initially, the class was overscribed with the highest number of students in a non-required course in the Comparative Culture curriculum. A group of the students who expected solely a consciousness raising experience without academic assignments have withdrawn. Those who have remained are magnificent. They have derived consciousness raising out of the academic experience. I must confess that I have been exceedingly rigid in preserving academic integrity in the course content and plan for what, I hope, are valid reasons. If other similar courses are to follow that, it is incumbent that we present a posture of academic respectability for the Academic Senate and the Office of Academic Affairs. Secondly, I feel strongly that it is a great disservice to students to provide anything within the milieu of the classroom that is less than an academic learning experience with an accumulation of a new body of information and methodology for analysis and research. Finally, I believe that we must enhance and nurture the disciplines from which we have been spawned to include women as subject matter and as instructors. Within, and despite, these constraints (perhaps, because of them) the course "Woman in Culture" has been a tremendous growth opportunity (intellectual and personal) for both the students and me. Their journals, comments and papers bear testimony to this fact.

The choice of required texts for the course has proved to be most fortuitous. Using an edition of Margaret Mead's Male and Female, published in 1942, with an introduction written by her fifteen years later in 1962, and then utilizing discussion by a 1971-72 generation of university students has provided historical perspective as well as opportunity to examine cultural and sociological change. The next step was to juxtapose assigned readings in Morgan's Sisterhood is Powerful with Male and Female and selections from Kraditor's Up From the Pedestal. The lesson is self-evident the students came forth with an analysis that an instructor would hesitate to present for fear of being called "a sexist pig." Fem-lib rhetoric would benefit were it set in disciplinary methodology and were it to utilize better tools of scholarship.

Annette Baxter
Department of History

Barnard College
1971-72

WOMEN IN AMERICA: AUTOBIOGRAPHIES, DIARIES, LETTERS

Feb. 16 Individual conferences with instructor

Feb. 23 The classic feminine autobiography
Anais Nin, The Diaries, Vols. 1 and 2

Mar. 2 The autobiography of rebellion
Zelda Fitzgerald, Save Me the Waltz
Isadora Duncan, My Life (in paperback as Isadora)

Mar. 9 The autobiography of concealment
Gertrude Stein, The Autobiography of Alice B. Toklas
Alice James, The Journal of Alice James

Mar. 16 Continuing conference

Mar. 23 The autobiography as documentary
Mary Chesnut, Diary from Dixie
Charlotte Forten, The Journal of Charlotte Forten

Apr. 6 The autobiography of maturation
Mary McCarthy, Memories of a Catholic Girlhood
Katherine Dunham, A Touch of Innocence

Apr. 13 Continuing conference

Apr. 20 The autobiography of reform
Mary White Ovington, The Walls Came Tumbling Down
Jane Addams, Twenty Years at Hull House

Apr. 27 The autobiography of the black experience
Mattie Griffiths, The Autobiography of a Female Slave
Lorraine Hansberry, To Be Young, Gifted and Black

May 4 Evening meeting. Subject to be announced.

In the course of the semester students will write two papers, each about 6 to 8 pages, and deliver one oral report. There is no examination in the course.

Warner Berthoff (English)
Jeannette Bailey Cheek (Schlesinger Library)
John J. O'Connell, Jr. (English)

Radcliffe College
South House Seminar
70-71

THE MANY FACES OF EVE: IMAGES OF WOMEN IN 20TH CENTURY AMERICAN WRITING, FACT AND FICTION

Time of Meetings: 7:00-9:00 p.m., Thursdays, in the Cabot Hall Living Room. Each meeting will be preceded by dinner in the Whitman Alcove to which the students are invited.

Requirements: Each student will be required to submit: (1) an oral report of approximately twenty minutes duration, on either the reading for the particular session or a previously specified and approved outside topic; (2) a seminar paper (about twenty pages in length) dealing with a particular author or figure or with one of the major themes of the course, due sometime during the Reading Period. This paper may well be an outgrowth of the oral report.

Scope and Purpose: This course will attempt to come to an understanding of the nature and status of the American woman in the 20th Century. It will do this in two ways: first, historically, through the writings of real women whose lives are rooted in the context of their times. We will look both at the theoretical thinking about women and women's role as the century progresses and at some of the political and social movements in which women were involved. Given the brevity of the course this will be done by judicious sampling rather than by tracing continuous development. The second way will be through literature, by means of the imaginative representations of women in the fiction of the best American writers (of both sexes). The unique feature of the course is this integration of fact with fiction, of the "report from the field" so to speak, with the imaginative recreation of that report. Thus each acts as a check and comment on the other. The resulting synthesis will, hopefully, provide as objective and far-ranging an investigation of the subject as possible within the limits of an academic semester.

Suggested breakdown of topics and reading for the historical side of the Twentieth Century Faces of Eve:

1. Prelude as the Century Opens
An original mind theorizing about woman and her place inside and outside the home: Charlotte Perkins Gilman, Women and Economics (1898) and selections from The Forerunner (1904-1916) monthly magazine written and published by Charlotte Perkins Gilman.

2. Women and Social Action During the Progressive Era (1900-1915)
Jane Addams, Twenty Years at Hull House; Mary Kenney O'Sullivan, Autobiography unpublished, in the Schlesinger Library) or Leonora O'Reilly, Selected Papers (also in the Schlesinger Library); Muller v. Oregon, 208 U.S. 412 (1908) Main lines of argument in this Supreme Court Decision, revival pro and con today in relation to the Equal Rights Amendment.

3. Women and Political Action: Final Stages in the Battle for Suffrage 1910-1920
A study of methods: ends and means, militancy and compromise: Eleanor Flexner, A Century of Struggle, Part III; William O'Neill, The Woman Movement (Introduction)

4. The Woman Scholar, Celibate or Married
Virginia Woolf, A Room of One's Own; Alice Freeman and George Herbert Palmer, An Academic Courtship; Catherine Drinker Bowen, 'Woman's Place' in The Atlantic Monthly, March 1970; Patricia A. Graham, 'Women in Academe' in Science, September 1970.

5. Women and Changing Sex Roles
Margaret Mead, Sex and Temperament; Male and Female; Erik H. Erikson, "Inner and Outer Space: Reflections on Womanhood" in Lifton, The Woman in America; The Kenistons, E. and K., An article in The American Scholar (1964); Alice S. Rossi "Equality Between the Sexes: An Immodest Proposal" in Lifton.

6. Women and the New Wave of Feminism
Betty Friedan, The Feminine Mystique (1963); Mary Ellmann, Thinking About Women (1968); Kate Millett Sexual Politics, Chapter 2 (1970).

THE FICTION LIST

1. Prelude February 25
Kate Chopin, The Awakening (1899);
Recommended: Kate Chopin, short stories in Bayou Folk (1894) and Night in Acadie (1897), especially "Desiree's Baby."

2. Immigrants and Minorities: the self-reliant woman and the myth of success (March 11)
Theodore Dreiser, Sister Carrie (1900) or Jennie Gerhardt (1911);
Willa Cather, O Pioneers! (1912) or My Antonia (1918).

3. Portrait of the Emancipated Woman (March 25)
Sinclair Lewis, Main Street (1920); Edith Wharton, The Age of Innocence (1919); F. Scott Fitzgerald, The Beautiful and Damned (1922).

4. The Woman as Artist and Writer (April 15)
Gertrude Stein, Three Lives (1909); Isadora Duncan, My Life (1921); Zelda Fitzgerald, Save Me the Waltz (1932);
Recommended: Selected Writings of Gertrude Stein (Modern Library edition)

5. Women and Changing Sex Roles (April 29)
Mary McCarthy, The Company She Keeps (1942) or The Group (1963);
Recommended: Truman Capote, Breakfast at Tiffany's.

6. Women in Suburbia and the Alienated Woman (May 13)
Evan S. Connell, Jr., Mrs. Bridge (1959); Joan Didion, Play It as It Lays (1970);
Recommended: Joan Didion, Slouching Towards Bethlehem; Sue Kaufman, Diary of a Mad Housewife.

Maureen B. Flory
Department of Latin

Mount Holyoke College
Fall, 1971

ROMAN WOMEN: FICTIONAL AND HISTORICAL

Sept. 13 The Status and Role of Women in Roman Society

I. Reputable Women

Sept. 15 A. Portrait of a young girl about to be married: the qualities sought for and admired in a Roman woman and wife
read: in English: the introduction to the Pritchard and Bernard edition of Pliny pgs. 1-12
read: in Latin: Pliny, Epistulae, V.16 (Pritchard & Bernard #49)

Sept. 17 B. Selection of a husband: how he was chosen and who did the choosing; qualities admired and sought for in a Roman husband; a description of the betrothal
read: in Latin: Pliny, Epistulae, I.14 (P&B #9)
in English: Pliny, Epistulae, VI.26* (Anything with an * beside it will be passed out in class)
in English: J.P.V.D. Balsdon, Roman Women, pgs. 173-179 (on reserve in the library)

Sept. 20 C. The dowry system: why it existed, how it worked, its importance to the wife, to the husband, to the success of the marriage
read: in Latin: Pliny, Epistulae, VI.32*
in English: Balsdon, Roman Women, pgs. 186-89
The two types of marriage and the marriage ceremony
read: in English: either Baldson, Roman Women, pgs. 179-186 or Ugo Paoli, Rome, Its People, Life and Customs, pgs. 114-118 (on reserve in the library)

Sept. 22 & 24 D. Marriage
1. In the Republic: Three Views
a. An inscription from a gravestone, @150 B.C.*
b. A 'Republican's' view of marriage in the early years of the republic
read: in Latin: Livy, ab urbe condita, I. lvii-lviii* (the Lucretia story)
c, An Augustan's view of marriage in the early years of the Republic
read: in Latin: Ovid, Fasti, II.721-852* (the Lucretia story)

2. In the Empire: Three Views

Oct. 1 a. The marriage of Pliny and Calpurnia
read: in Latin: Pliny, Epistulae, Iv.19 (=P&B #41); VI.4 (=P&B #54); VI.7 (=P&B #56)

Oct. 4 read: in Latin: Pliny, Epistulae, VII.5*; VIII.10*; VIII.11*

b. Pliny's descriptions of the marriages of some of his contemporaries

Oct. 6 read: in Latin: Pliny, Epistulae, III.16 (=P&B #31)

Oct. 8 read: in Latin: Pliny, Epistulae, VI.24*
in Latin: Pliny, Epistulae, VIII.5*

Oct. 11 quiz

c. A patrician's view of marriage in the freedman class

Oct. 13 read: in Latin: Petronius, Satyricon, sel. 1 & 2*

Oct. 15 read: in Latin: Petronius, Satyricon, sel. 3 & 4*

Oct. 18 read: in Latin: Petronius, Satyricon, sel. 5*
Oct. 20 read: in Latin: Petronius, Satyricon, sel. 6 to end*
Oct. 22 The Art of Translation: Prose. Your translation of a passage from Petronius and a two page maximum written comparison with another version of the same passage
Oct. 25 d. A bawdy tale of marriage
read: in Latin: Petronius, Satyricon, the Widow of Ephesus episode*
Oct. 27 E. Children: dangers of childbirth; importance of children to the state; Augustan legislation concerning children; special rights of parents of three children
read: in Latin: Pliny, Epistulae, IV.2 (=P&B #36); IV.21*; X.2 (=P&B #86)
Oct. 29 F. Adultery and Divorce
1. In the moral middle class
read: in Latin: Pliny, Epistulae, VI.31*
2. in sophisticated circles
read: in Latin: Ovid, Amores, III.4

II. Less Reputable Women
A. Prostitutes and courtesans: their role in society, their social origins. Readings will be from Ovid's Amores in which the poet describes the history of a typical young man-courtesan relationship
Nov. 1 & 3 1. Picking up a girl at the races
read: in Latin: Ovid, Amores, III,ii
Nov. 5 2. Trying to gain admittance to her house
read: in Latin: Ovid, Amores I.vi or II,ii
Nov. 8 3. Success!
read: in Latin: Ovid, Amores, II, xii; I.v
Nov.10 quiz

Nov. 12 4. An embarrassing failure
read: in Latin: Ovid, Amores, III.vii
Nov. 15 5. Crisis: abortion
read: in Latin: Ovid, Amores, II, xiii; II, xiv
Nov. 17 6. Cheating
read: in Latin: Ovid, Amores, II, vii; II, viii
Nov. 19 7. Disillusionment
a. Learning the facts of (Roman) life
read: in Latin: Ovid, Amores, I, viii (selections)
Nov. 22 b. "you mean you want me to pay to . . .?"
read: in Latin: Ovid, Amores, I, x
Nov. 24 c. Another, richer lover. The end
read: in Latin: Ovid, Amores, III, viii; III, xi a
Nov. 29 The Art of Translation: Poetry. Your translation of a poem of Ovid or a passage of a poem and a two page maximum written comparison with another version of the same poem or passage
Dec. 1, 3, 6, 8, 10: On these days we will be reading from Ovid's Ars Amatoria, Book III, a handbook for courtesans. Topics include hairstyles, clothes, hygiene, how to attract men, how to behave at parties, how to get presents from men, how to be sexy in bed and out. Reading assignments will be passed out in Nov.

Dec. 13 III. A Woman's Voice: the poetry of Sulpicia*

Jenny Knauss
Department of History

Mundelein College
Spring 1971

THROUGH THE EYES OF WOMEN: CONTEMPORARY PERSPECTIVES ON SOCIETY 1972----

This was an Upper level course. An earlier course, Introduction to the History of the Women's Movement had been offered in Spring 1970 and again in Winter 1971. The content of these 2 courses was fairly standard--a good many contemporary readings from the Movement plus historical background, using William O'Neill's The Woman Movement. Most of the students taking Through the Eyes of Women had taken one of these Introductory courses. The others felt a lack of historical grounding.

This course will be a seminar--max. 20--based on a study of the writings of English and American feminists. The first part of the term (roughly six weeks) will be spent reading and discussing a core of works by women, or written in close conjunction with women. We shall also look at works by men who have been particularly important in setting the climate of ideas within which--or despite which--these women wrote. We want to discuss the social criticism which the women offer, their understanding of the problems faced by women in society, and of the nature of the roots of those problems. We want to look at their vision of a future world, at the same time seeing exactly how and when they arrived at a feminist consciousness. In the last part of the term participants should try to use any insights which we may have arrived at collectively in working on individual projects for class presentation, based on the writings of other women.

First Six Weeks: Mary Wollstonecraft, Vindication of the Rights of Women; John Stuart Mill and Harriet Taylor, Essays on Sex Equality; Emma Goldman, Living My Life and selections from Essays on Anarchism; Charlotte Perkins Gilman, Women & Economics; Shulamith Firestone, Dialectic of Sex.

Brief presentations and general discussions on works by Ruskin, Engels, Freud and Havelock Ellis, in addition to detailed analysis in small groups of works above. About three class sessions to each writer--consideration of historical background, lives, development of ideas, public reception of works on publication, later influence, etc.

Last Four Weeks: Continued discussions of points raised earlier according to interests of class. A psychologist-cum-literary critic came to talk further about Freud and expanded consideration of the influence of his views from women to homosexuals. Some of the editors of an anarcho-feminist journal offered a contemporary perspective on Emma Goldman. Women in the class gave presentations on the lives, thought, struggles of Elizabeth Cady Stanton, Margaret Sanger, Isadora Duncan, Ellen Key, Olive Schreiner and other women, using a series of questions and suggestions for an analytical basis prepared from small group discussions in the first six weeks.

Supplemental Reading List: Margaret George One Woman's Situation; a study of Mary Wollstonecraft (1970); William Godwin Memoirs; Ronald V. Sampson The Psychology of Power; Kate Millett Sexual Politics--section on Mill & Ruskin; Richard Drinnon Rebel in Paradise; ed. I. L. Horowitz The Anarchists; C. P. Gilman The Living of Charlotte Perkins Gilman; Juliet Mitchell "The Longest Revolution"; Carl Degler,"Charlotte Perkins Gilman on the Theory and Practice of Feminism", Am. Quarterly VIII 1956.

Adele Simmons
Zella Luria

Tufts University
70-71

HISTORY 192 AND PSYCHOLOGY 198

Course Requirements:

The course is an effort to integrate psychological and historical material on women. The process of integration will go on during class discussion; therefore, regular class attendance and the completion of reading before each week's class are essential.

Before spring vacation, each student is asked to respond to a portion of one week's reading in a five-to seven-page paper.

A final research paper on any topic covered, or not covered,in the course will be due on April 29. (No extensions allowed.) Some of these papers will serve as the basis for the last two classes. All students should discuss their paper topics with either instructor before beginning the research.

The reading list below is long. Students are expected to read selectively, including some history and some psychology each week.

Reading Assignemnts
Texts:

1. Maccoby, E.E. (Ed.). The Development of Sex Differences, Stanford, 1966.

2. Bardwick, J. et. al. Feminine Personality and Conflict. Brooks Cole,1970

3. O'Neill, William, The Woman Movement, Barnes and Noble, 1969.

4. Flexner, Eleanor, The Century of Struggle, or O'Neill, William, Everyone Was Brave.

I. Introduction. 19th Century Images of Women.

II. February 25. Freud and the Psychology of Women. Freud, S. New Introductory Lectures on Psychoanalysis. Norton 1933, pp 153-185. (paperback, 1965)
or -- Freud, S. Some psychological consequences of the anatomical distinction between the Sexes. (Xerox on reserve).
Deutsch, H. The Psychology of Women. Skim ch. 1, ch. 4, ch. 9. Get the hang of the logic. Note how masochism and narcissism are used.

Erikson, E. Sex differences in the play configurations of American pre-adolescents. In Lifton, R. J. The Woman in America ,Beacon, 1965, pp. 1-26. (Paperback)
O'Neill. The Woman Movement. pp. 13-97; pp. 103-132. (Some of the documents are also in Leslie Tanner,
Voices from Women's Liberation (Paperback, available at the Coop. pp. 33-98).

III. March 4. Concepts of Inferiority; Physiology

Clarke, Edward H. Sex in Education. pp. 94-98, pp. 127-162 (you may also want to look at some of the clinical cases).

Mill, John Stuart. On the Subjection of Women.

Kraditor, Aileen. Ideas of the Woman Suffrage Movement. 75-123.

146 Brecher, R. and E. An Analysis of Human Sexual Response. Signet,1961.

pp. 17-107. (paperback) This is a popularization of Masters' and Johnson's research. (Students with some biology may prefer reading the original book by Masters and Johnson).

Also read pp. 291-311 by L. H. Farber; Bardwick, Chapter I.

IV. March 11. Concepts of Equality; Physiology (cont.)
Lasch, Christopher. New Radicalism, pp. 3-68.
Jill Conway. "Jane Addams, An American Heroine," in Lifton, Woman in America, pp. 247-265.
Jane Addams, Twenty Years at Hull House, Chapter 3.
O'Neill. The Woman Movement, pp. 133-204.
Hamburg, D. A. and Lunde, D. T. "Sex Hormones in the Development of Sex differences in Human Babies," in Maccoby.

V. and VI. March 18-25. Women's Education; Socialization.

Lohlberg, L. A cognitive-developmental analysis of children's sex role concepts and attitudes. (In Malcolm)
Kagan, J. and Moss, H. Birth to Maturity. Wiley, 1962. Skim, ch. 8, read ch. 9.
Maccoby, E. E. Sex differences in intellectual functioning.
Meschel, W. A social-learning view of sex differences in behavior. (In Malcolm)
Bardwick, Chapter 2.
Epstein, C. F. Woman's Place (University of California Press, 1970), ch. 1, pp.18-49.
Catherine Beecher. True Remedy for the Wrongs of Women, Letters 3, 6, and 7.
Flexner, pp. 23-41, 113-191.
Barbara Cross. The Educated Woman. (paperback) Selection on M. Carey Thomas from the Introduction, and pp. 139-175.

Lillian Hellman, An Unfinished Woman.
Jane Addams. Twenty Years at Hull House, Ch. 1.

VII. Rapoport, Robert and Rhona. The Dual Career Family, Penguin.

June Slavin
Social Studies Department

Newton High School, Newton, Mass.
1971-72

NOTES ON WOMEN AND SOCIETY

A pass/fail course opened to members of both sexes and opened to students of all tracks and in all grades.

The following is a tentative outline and list of ideas and readings for the course. These are subject to addition, subtraction and general revision. The course is based on a problems approach. Several problems will be formulated (see below). Some readings will be done by the group. Most readings will be selected by the students from books and articles mentioned here and from others which students find as we explore an area. The films listed here are a partial listing. Speakers will be used extensively, as will be women with practical skills. Hopefully students will do writing on their own and other media and research projects. The course will be meeting, for the most part, at night for several hours at a time. The direction of the course and the time spent on issues will have a great deal to do with class interest and direction. It has been suggested that any one of these problems could use a semester or more of research and discussion. My intent at this point is to give people an idea of the vastness of the problems involved in the issues of Women and Society, to give them some sense of the variety of statements of these problems and to have them see the problems as they relate to their lives.

The following problems will serve as a basis for the course:

1. Are women born or made? Are they formed by their biology or their culture?
2. Are women oppressed? If so, by who or what? If not, why are they complaining and what do they want?
3. Do women have a history and culture of their own?
4. What alternatives do women have now? How will or how should women's lives change in the future?

Below is a partial listing of themes, ideas for classes and media for each problem.

1. Biology/Culture
   - Themes: women's minds
     women's bodies
     socialization - emphasis on both personal experience and institutional influences.
   - People - psychologist, doctor, self-defense people.
   - Film - Abortion (Newsreel) and Make out, Six Become One (Randolph Film Library,) TV images.

READINGS: G. Gilman - on Women and Freud, N. Y. Times, Jan. 31, 1971; Childrens' books, popular magazines for women and girls; Women and Their Bodies, New England Free Press (NEFP); M. Mead from Sex and Temperament Anne Frank from The Diary; Mary McCarthy from Catholic Girlhood; S. Firestone chapter on Childhood from Dialectic of Sex; Kristine Rosenthal, "Sexuality and Women's Liberation," from Modern Occasions, Fall 1970; Marian and Roger Gray, How to Take the Worry Out of Being Close; selections from Robin Morgan, Sisterhood is Powerful; Meredith Tax, "Woman and Her Mind" (NEFP); selections from Eleanor Maccoby, The Development of Sex Differences; Selections from Women (Baltimore Journal) 1st issue; selections from Myron Brentom, The American Male; stories by Marge Piercy and Harriet Summers from Bold New Women; selections from Tree Grows in Brooklyn, B. Smith.

II. Oppression
Themes:economics and institutions: the law, church, school, family, men
People: welfare people, family counselors, sociologists, lawyers
Film: San Francisco Woman's Film (Newsreel)

Readings: "Women Workers: The Forgotten Third of the Working Class" and "Women Workers: Basic Statistics," Lise Vogel (NEFP); Della Cyrus, "What's Wrong with the Family," Nov. 1946, Atlantic; Shulder on law and Daley on the church in Sisterhood and selections on women at work also in Sisterhood; Leo Kanowitz, Women and the Law; U. S. Dept. of Labor, Women's Bureau Information; selections from the Journal (Boston) by Densmore; Toni Cade ed., The Black Woman; selected articles from Black Scholar on the Black Family and on Women (reprints by R. Staples and Shirley Chisholm); "Education," Adria Reich in Red Pencil.

The school and the family will be the focus of much discussion. Contemporary writers on these themes like Laing, Goodman, Holt, Cooper, Friedenberg, etc. will be referred to those students who wish to take a general theory and see if it relates to their own experiences in these institutions, J. Mitchell, "Women: the Longest Revolution"; M.Benston, "The Political Economy of Women's Liberation "; Phyllis Chesler, July Psychology Today 1971, "Men Drive Women Crazy."

III. History and Culture

Themes: What kind of history have women had, especially in the United States? What are the problems one encounters in finding out about the history women have had? Students will be asked to look into the past of the women in their families. They will be asked to look around for letters, diaries, old books, their grandmothers and mothers read. They will also be asked to question these women on their upbringing, mores, role in the house, other work, etc.

Culture and culture: Is there a male and a female culture (and Culture?)? Hopefully, we will plan some parties in which people in the class can read their poetry, play music, dress up in costume to act out cultural heros and heroines they identify with. Kids will do some role playing and dramatizations of things like soap operas, love comics, etc.

People: musicians, artists, poets, critics, historians.
Media: records, TV, tapes, magazines.

READINGS: Historical -- Eleanor Flexner, Century of Struggle; Mary Beard, Women as a Force in History; Page Smith, Daughters of the Promised Land; Women in American Life, ed. Houghton Mifflin; Up from the Pedestal, A. S. Kraditor; Kate Millet, Sexual Politics, esp. chapters on 19th century England and 20th Century Germany and Russia; Sisterhood, 1st essay on historical perspectives. (The above books will be used as references and individual projects of a more specific nature will be encouraged).

Cultural: Depending on their interests students may read many works by a single author or read widely among many authors. There will be some as yet unchosen short stories and poetry: Lessing, Didion, Plath, Sexton, Moore, Browning, Nin, DeBeauvoir, Eliot, Woolf, Sappho, Lady Maurisaki, etc. Students will also be encouraged to find out about women in other arts: dance, music, sculpture, crafts, painting, etc. Other readings will include: S. Firestone, Dialectics of Sex, Ch. 8; Aphra and literary materials from women's journals; 4th World Manifesto (part 2),

IV. Alternatives

Ideas: Have students write science fiction; have students write dreams of their future; have in and have interested students go out to skills classes on auto mechanics, self defense, home repairs, etc.

Other themes: women in other societies; future families; communal living; test tube babies, new types of birth control; homosexuality.

People: child care people, skills people, women who have lived in other cultures, in communal or non-nuclear family arrangements, gay women.

Media: Children's film, Bev Grant tapes, Boston Women's film

Readings: mainly from A.& J. Scholnick, Family in Transition.

D COLLEGE
rk, N.Y. 10027

WOMEN'S STUDIES
CATHARINE R. STIMPS

re now eleven courses on women in the regular Barnard curriculum. Their appear
s been in keeping with Barnard's academic style. Some of our faculty have
ong-standing interest in such materials and, in the present climate, have been
ged to offer courses where they may share this interest with students. Other
members have developed their interest relatively recently, but have done so
a background of intense involvement with a field where the special experience
n has clearly been ignored.

l's courses on women are given in a variety of disciplines, with no major planne
moment. Sometimes they are presented within the framework of a colloquium with
ging theme. In this case, the "women" theme may be succeeded in some future
another topic. At other times, a course will be added as a regular offering.
e will be determined by the educational and practical considerations that
departmental offerings, along with the impalpable criterion that applies to
ourse at Barnard: Does it have a convincing life of its own?

y that courses on women are needlessly particularizing and parochial. Might
be more appropriate to think of such courses as a rearrangement of familiar
ls and an introduction of forgotten or neglected materials? Whether these
ls occupy center stage, as in courses specifically designed to deal with the
factor, or whether they are in varying amounts incorporated in existing courses,
eighten our awareness of a whole dimension of human life. Indeed, far from
g our vision, these courses allow a more complete estimate of the range of
experience and accomplishment.

metimes hears the objection: Why courses on women? Don't they make as little
s courses on men? Scholars are finding that differences exist in women's
nces and that there may well be differences in their perceptions of those ex-
es; yet most courses center around the experiences and perceptions of males.
sting courses, moreover, attention is rarely given to the social and economic
women and to the resulting psychological relationship between men and women,
n turn influences the nature of society and partly determines its values.

stion arises whether the inclusion of courses on women might upset our balanced
lum and weaken its professional approach. If we acknowledge that the purpose
beral arts curriculum is not merely to provide pre-professional preparation
students, but also to give them an appreciation of their cultural heritage,
n an institution where women are educated, it is our duty to give them an
ss of their legacy as women. The nature of that legacy is riddled with problem
al definition. Since positive answers cannot be supplied, it is even more urge
e the "woman question" within many scholarly perspectives. In so doing, our
s will become aware of the variety of roles women have played, of the social
nomic necessities which prompted them, and also of the dilemmas women have face
resources they have called upon.

and Male: An Interdisciplinary Approach. (fall) Mirra Komarovsky (Chairman)
David Ehrenfeld, Clive Kessler, and Barbara Mates
onary, genetic, and physiogical bases of sex: factors determining sex differenc
s and behavior, pregnancy and motherhood, sex role strategies in the animal
. Cultural definitions of sex roles in comparative perspective: ranges of vari
and the significance of the constants. Psychological development of feminine
culine behavior and behavioral sex differences in contemporary society. Per-
y theory and sex roles: Freud and Erikson. Current problems in sexual, familia
nomic aspects of female-male relationships and in the status of women. Pro-
s for the future and direction of social policy. (This is a joint offering
lepartments of Anthropology, Biological Sciences, Psychology, and Sociology.)

The Role of Women in Modern Economic Life. (spring) Cynthia Lloyd
Topics to be discussed include the extent of women's education; labor force participation by women; economic factors affecting marriage, divorce and fertility; economic discrimination against women; effect of government policy on women's position; and international and historical comparisons.

Images of Woman in Literature. (fall) Catharine Stimpson
Sexual roles and the place of woman as represented in the Bible and in works by Shakespeare, Jane Austen, D.H. Lawrence, Doris Lessing, and others. Explorations of the identity of women writers.

Special Themes in Modern French Literature. III. Feminism. (spring) Sylvie Sayre-Weil
The role and struggle of women as seen by authors of the nineteenth and twentieth centuries. Readings from feminist authors and analyses of various literary idealizations of women. Authors include Michelet, Proudhon, Flora Tristan, Zola, Maupassant, Mauriac, Saint-Exupery, Christiane Rochefort, Nathalie Sarraute, Simone de Beauvoir.

French Women Writers. (spring) Tatiana Greene
A literary and cultural study of poets, prose writers, and influential groups, with emphasis on: Marguerite de Navarre, Louise Labe, the "Precieuses," Madame de Sevigne, Madame de LaFayette, the eighteenth-century Salons, Madame de Stael, Marceline Desbordes-Valmore, George Sand, Colette, Simone de Beauvoir.

Colloquium: Women Writers of the Twentieth Century. (fall) Brigitte Bradley
A study of the works, prose and poetry, of Ilse Aichinger, Ingeborg Bachman, Hilde Domin, Nelly Sachs, Anna Seghers, Gabriele Wohmann, Christa Wolf. Introductory lectures and class discussions. A term paper on a topic to be chosen by the student, in English or German.

The History of Women in the Late Roman Empire and the Middle Ages. (spring)
Suzanne Wemple
The origins of the legal and social position of women in medieval society as reflected in patristic writings, Roman and Germanic codes. The contributions of women in the high and late Middle Ages to feudal urban society, courtly love, monasticism, mysticism, medicine, and literature, studied through primary and secondary sources. Colloquium.

History of Women in America: to 1890. (fall) Annette Baxter
An examination of important historical and literary sources for the study of American women from colonial times to 1890. Colloquium.

History of Women in America: since 1890. (spring) Annette Baxter
An examination of important historical and literary sources for the study of American women from 1890 to today. Colloquium.

Readings in Oriental Studies. (fall) John Meskill and Barbara Miller
Colloquium on major problems of Asian civilizations. Focus for 1971-72: the relative roles of male and female. An examination, through literary and historical sources, of the principal relationships of men and women--as lovers and companions, wives and husbands, mothers and fathers, and in their special roles in religious and mundane life--in traditional and modern India, China, and Japan.

Female and Male--A Sociological Perspective. (spring) Mirra Komarovsky
Economic, demographic and cultural changes modifying the traditional conceptions of masculinity and femininity. Stresses in female-male relationships at various stages of the life cycle and in the family, occupational world and other institutional settings. Class and race differences in social roles of the sexes. Not open to students who have taken Female and Male: An Interdisciplinary Approach.

STATE UNIVERSITY OF N.Y. at BUFFALO
BUFFALO, N.Y. 14222

COLLEGE OF WOMEN'S STUDIES
% 103 Winspear Avenue,Buffalo 14214

"Education must be designed to liberate students from the confines of a narrow vision, to reach full potential. Students are urged to . . . make the experience of higher education one of the most exciting, most meaningful and most thorough of human experiences." --from the Department of Undergraduate Studies Bulletin, 1970-71, SUNY/Buffalo.

In order that women share in the type of educational experience which is truly "most meaningful and most thorough," it is proposed that a COLLEGE OF WOMEN'S STUDIES be established at the State University of New York at Buffalo

Education in American universities is often the study of the culture and historical development of the middle and upper class white male. Neglected in the curriculum are the culture and struggles of groups, who out of their oppression, sought to change society. Women are one of these oppressed groups. We have been subjected to an educational system which has reinforced the stereotypic images of women as passive, dependent, unintellectual and unable to analyze and understand our own position in society. Education has not taught women the skills necessary to have a critical understanding of how a society operates. The lack of this knowledge reinforces our own sense of inferiority and is used to justify our oppression.

In the university, fields such as psychology and sociology have been used to convince women of the "facts"which form the basis of sexual differentiation. Sociology has taught us that not only is our role in reproduction natural, but that the social definition of what a woman is reflects natural laws as well. The history of woman as a class, and the history of women in non-Western societies, the study of which would illuminate the fact that there is a cultural basis for the the roles played by women in any society,are denied us. Our education has served to make us content in the place this society has designated for us. It has not prepared us to struggle to realize our full potential or to create a society which allows women to be free.

We must, therefore, create our own education, an education that will begin to meet our needs as women. This education will not be an academic exercise; it will be an ongoing process to change the ways in which women think and behave. It must be a part of the struggle to build a new and more complete society.

In creating our own education, we must raise questions, issues and problems that will require careful definition and analysis. The development of our abilities to engage in these tasks will call for more talents and tools than any single discipline can provide; therefore, an interdisciplinary effort is crucial. A College for Women's Studies will serve two purposes in this endeavor. First, it will provide a focused place within the university where women can come together from their various disciplines to exchange perspectives and develop new ideas concerning the role of women. In this light, new courses, new directions in research, and new insights will be begun and developed. Secondly, it can serve as a base within the university to support efforts in all the departments and professional schools to improve their curricula with respect to the needs and realities of women's lives. This effort would initially include the cross-

listing of courses and would eventually lead to the development of curricula which deal with the relationship of women to each area of study and academic interest.

Both the form and content of education must be reanalyzed and redefined. This process can begin to undo the damage already done to human potential. A College of Women's Studies will bring these issues into the awareness of all members of the academic community, to help them carry the discussion into their non-academic lives, and to encourage the creation of a society in which all people can achieve freedom.

College Governance: We see the form of governance of the college as critical to its success. Since the realization of the rights of women requires change in the structure of society, the way we work together is one form of practice to achieve this change. In determining the structure of the college our goals are many: to ensure participation of all concerned with the college, to change traditional hierarchical forms, to develop group responsibility, and to break down the traditional distinctions between clerical or secretarial roles and decision making roles.

Form of Government: The college will be governed by a council of elected representatives....The elected council will be aided in its work by the college staff whose numbers will be determined by the needs of the college each term....The staff will not become the clerical servants of the college nor is it to be the decision-making elite. Everyone involved with the college should accept responsibility for the ongoing work of the college. In order to achieve this, staff duties will be held to a minimum. They will consist of the following: sending and receiving mailings, handling class-lists, responding to administrative problems which arise between meetings, ordering supplies, keeping the budget, organizing a system for the answering of phones which involves numerous participants in the college. Staff will not define college policy on their own, nor will they be expected to do jobs for individuals of the college, such as ordering books or xeroxing material.

Methods of electing representatives to the council, and selecting staff:
A. Each course in the college will elect one representative for every ten or fewer students.
B. The introductory course collective, i.e., the people planning and teaching the introductory course, will elect one representative for every ten or fewer members.
C. Advanced course collectives will form, based on common interest or work of the people teaching the courses, and will each elect one representative for every ten or fewer members.
D. The staff will be elected at the first college meeting; any woman who is participating in the college is eligible for these jobs. All staff will be expected to attend every college meeting; however, they will have only one voting representative, whom they will elect themselves.

Each of the above constituencies will evolve an appropriate system for rotating their representatives so that as many as possible can participate in the governing of the college.

The Role of Men in the College: This college is not a place to make women a subject to be studied but a place to break down prejudice built by our socialization about what women are and what they are capable of doing. It should be a place for women to discover their history and their needs, and to gain confidence in what are designated as male skills. Historically, the rights that have been

given to women were in the form of gifts handed to them by generous husbands, fathers and male legislators. Civil rights legislated by male governments are meaningless in a context of predefined masculine and feminine needs and roles. Therefore, although courses in the college will be open to men, women will be given first preference in admission to classes and in teaching appointments. In addition, all voting representatives of the college will be women.

INITIAL BUDGET:
MAINTENANCE AND OPERATION: $4,000.00

These funds will be used for office supplies, photo copying, office machines and tapes and films as required for courses offered in the college. Also, as we anticipate enrollment of at least 500 students, we will need people to do clerical work. We therefore request the time of four work-study people.

TEMPORARY SERVICES: $7,000.00

These monies will be used for the reimbursement of undergraduate teachers and honorarium for volunteer services. In order that people who are teaching have adequate time to prepare for their classes, it is essential that they do not spend most of their working hours at another job to earn a living. Therefore, we are requesting that our teaching staff get paid for their work. In addition, we intend to bring qualified people from the community into the college to enrich our program. Our Temporary Services budget also includes money for a program of speakers. An essential element of a college is a program that includes outside speakers to the campus.

SALARIES: $24,000.00

For the proper development of the college we see it necessary to hire two half-time fellows at $6,000.00 per year and four graduate students with teaching assistantships of $3,000.00 per year.

COLLEGE CURRICULUM: A women's college should make possible an integration between knowledge of the forces affecting women's lives and action to change the structures preventing women's equality in society. Therefore, the areas and aims of our courses are threefold:
1) To establish THEORETICAL FOUNDATIONS for our understanding of our role as women: Courses will center around the reading and examination of problems central to women's lives, and examination of history-- the roles and images of women in various times and societies--and/or investigations into our uprisings.
2) To integrate our study with what is going on in modern America:
STUDY AND FIELD WORK courses combine reading and discussion with extensive work outside the classroom. They may entail research on specific institutions in Buffalo or elsewhere in the U.S. to gather information which is not readily available; or the development of a strategy for changing some of the institutions affecting our lives; or the creating of alternative institutions.
3) To develop BASIC SKILLS in women that will facilitate their living as full human beings in this world! Such courses will provide women with some of the skills of male technology traditionally denied to them. (e.g. Women in Music, Audio-Tape Workshop.) We will offer an introductory course, "Women in Contemporary Society," which will normally be a prerequisite for all courses offered in the college and which encompasses all three of the above areas. It will provide a general study of the situation of women in the past and in modern society; it will encourage practice in working with other women to determine ways of altering those institutions

which continue the second-class status of women; and, finally, it will develop skills in writing and discussion.

SELECTED COURSE DESCRIPTIONS (see also The New Guide for full listing--we include here only those courses that are distinctive, either in subject or perspective):

THE POLITICS OF HEALTH — Kathleen McCarthy, Diane Weckerle

The primary focus of this course will be field work in local health institutions, through which we will study and develop an analysis of the medical-industrial complex: in particular, its operation as a profit-making industry under capitalism in comparison with health systems in other countries. Specifically, we will concentrate on the health worker at every level (from housekeeper to physician) and attempt to see clearly the strategy that divides these workers (both in terms of duties/responsibilities and salary/prestige--and even the color of their uniforms). We will also discuss how such health-related industries as drugs, hospital supplies, medical electronics, medical consulting firms, and health insurance further the profit-motivated interests of this giant monopoly rather than expand and improve health care. Preference for admission to the course will be given to students already working in hospitals--either as regular employees or as nurses or doctors in training. Others would be required to do volunteer or research work in local hospitals. The field work along with selected readings will serve as the basis of discussion of the problems of the present health system, what to do about it, how it has been handled elsewhere.

SEX, CLASS, RACE, AND THE OPPRESSION OF WOMEN — Elizabeth Kennedy, Margaret Small

The first semester will examine analytically and historically the development of sex, race, and class oppression. We will look carefully at the structures of American society, particularly the family, slavery, and the market economy to understand the origins and development of these three fundamental forms of exploitation. Within the framework developed the second semester will focus on different class, racial, and ethnic groups. Using sociological materials and popular literature, we will develop an understanding of the relationship between sex, race, and class in determining the position of women in each of these groups. Among the groups we will study are white middle class, white working class, black working class, black poor, urban Puerto Rican, Mexican-American, and native American. The final focus of the course will be upon existing theories of feminism in order to evaluate how inclusive they are of the dynamics of race and class oppression in analyzing the situation of women. Extensive reading and independent projects will be required.

AUDIO-TAPE WORKSHOP — Julie Boddy

We will develop rhetorical and technical skills using audio tape as an expressive tool. Along with that we're going to consider what groups in the Buffalo area might use our tapes and, finally, to give them our tapes and hear their reactions and learn from that. Last year we established connections with Radio Free People, American Documentary Films and WBFO, and we'll continue using these connections as sources for hearing the tapes other people have made and means of possible distribution of our own. The subjects of our tapes will be decided upon by the people in the class. Last year we dealt with the training and experience of women doctors and theories and actualities of women's job possibilities.

CHILD CARE — Staff and political

This course will be an introduction to the practical, theoretical/problems of establishing and operating community directed child care centers. Guided participation in the UB Cooperative Day Care Center will be used as a field experience. Resource persons from the university and the Buffalo community at large with experience in specific aspects of child care will be invited to participate. The course will aim to develop a model of child care that would truly serve the needs of the children and enhance their development, would free their mothers to work and study outside the narrow confines of the home, and would mobilize the community to act responsibly to its future. Men are encouraged to participate in this course.

WOMEN IN MUSIC — Christine Stry

Women's contributions in the field of music can be classified into three areas: 1) as composers, 2) as performers, 3) in general, as patrons, scholars and teachers. These three areas of women's music will be examined within the context of an historical period. An overall tableau of each era should be understood, and into this the individuals and their accomplishments will be placed and evaluated. Because of the paucity of material which exists on this subject, it is hoped that the students of the class would gather the bits and pieces and attempt to uncloud the picture.

WOMEN AND THE WELFARE SYSTEM — Fran Fabian

We will study the political and social aspects of the welfare system as it affects women and their families. Some topics to be covered: profile of recipients of welfare, reasons for being on welfare, various state budgets, Federal and State welfare legislation, living conditions--nutrition, housing, child care, health care, jobs of welfare mothers, welfare rights organizations, and how other countries deal with their "dependent" women. We welcome the participation of welfare recipients and concerned community women in the class. Permission of instructor required.

WOMEN AND WORK IN AMERICA — Adeline Levine

This course is open to students particularly interested in research in this area. There will be a general review of the participation of women in the labor force from colonial times to the present. The concentration of women in but a few of the highest level occupations provides the basis for a number of possible research topics in the area of roles, stratification, family, and occupations.

HUMAN SEXUALITY — Elizabeth Kaiser, Clarice Lechner

This course is designed to develop an understanding of the dynamics of human sexuality including biological-constitutional, sociological and psychological aspects. An exploration of cultural and subcultural attitudes toward sexual behavior will be included.

Summer 1971

CAMBRIDGE-GODDARD GRADUATE
SCHOOL FOR SOCIAL CHANGE
1878 Massachusetts Avenue
Cambridge, Massachusetts 02140

RADICAL FEMINIST
STUDIES PROGRAM
LINDA GORDON

The Cambridge Goddard Graduate School for Social Change is designed for people interested in combining research and social action. The program leads to an M.A. degree granted by Goddard College. It is a place for those concerned with both the theory and the practice of social change; for those whose educational goals cannot be pursued in established universities and conventional graduate programs; and for those presently engaged in social action who desire to deepen their intellectual resources. The program is structured around projects on which a group of people work. The projects are proposed by faculty, then discussed and voted by the School's governing council in the spring. Students choose one project to work on during their time at the School. Students and projects will be encouraged to communicate with one another throughout the year both formally and informally. A percentage of each student's tuition will be made available to his or her project for educational services such as books, materials, etc. Cambridge-Goddard projects are evaluated by three criteria. One, that they emphasize shared work -- work done by students and faculty collectively. Two, that the projects' work have some application to and significance for the movements for social change in America. Three, that the progress and results of the projects' work, whether it be research findings or organizing experience, be made available in easily communicable form to people inside and outside the School.

The School's governing board is the People's Council, made up of representatives from each project, the salaried staff, and two representatives from Goddard College. This Council meets weekly. Its members share the administrative work, and set policy on admissions, degree requirements, and the distribution of resources (money, scholarships, space). Through the People's Council, projects will be in constant touch with one another.

The Radical Feminist Studies Program is basically a series of seminars from which each student chooses one. The "seminar" is merely the meeting time for a project which is the full-time work of its members for at least one year. In addition to the separate seminars, however, we hope to build a series of activities and discussions which will bring together all the feminist studies people. This part of the program will be developed by all the people involved after we begin work in the fall.

The list of seminars is very flexible. If there are many people interested in one field, we will offer several sections of a given seminar. If there is insufficient interest in a field (as a rough guide, we suggest a minimum of 4 people to make up a seminar), some seminars may have to be abolished and students may have to switch to another field. If enough student applications indicate interest in an area other than those mentioned, we will try to find faculty to fit that interest.

All but two of the seminars are open to women only. The exceptions are the seminar on child-rearing, open to women and men, and that on male sex roles, for men only.

The program is open, without charge, to people who do not want degrees. People in this category must be certain that they want to and can commit themselves fully for an entire year to the program. Such people should fill out the regular application form but instead of sending it to Cambridge-Goddard, should send it directly to Feminist Studies, c/o Arnold, 94 Bromfield Road, Somerville, Mass. 02144.

Seminars

1. Feminist History. The seminar will make use of all sorts of resource material and will not confine itself to the material usually defined as "women's history," but will continue the present seminar's attempts to find some new definition of history.

2. Cross-cultural studies of women. This seminar would revolve around studies of women in the Third World, especially North Vietnam, North Korea and China, in close relation to contemporary issues in the womens' movement. We will examine the role and identity of women as individuals, as sisters, and in the family. We will look at how women are integrated into the economy; at the transformation of the extended and nuclear family in the context of a new collectivity; at the attitude of the whole society towards children. Discussion of some basic anthropological works plus our own experience as women in the U. S. will help us develop a vocabulary and a point of view for our main task in the program, the development of a theory of feminism

3. Child-rearing and socialization of children. A seminar on the socialization of children, critically reviewing research and social practices which reinforce the prevailing ideology that the mother must have primary responsibility for rearing her children. We will do research on the effect of the nuclear family on the development of women and children, on development of sex roles, and will document alternative methods of child-rearing. More specific definition will be left to the seminar participants. Students will be able to work in day care programs and parent cooperative play-groups and to plan actions around issues related to child care.

4. Women and the Media. A study/organizing project involving women and the media in the Boston area. The project has three parts. The first is a study of the ways in which women are presented and manipulated by the media and by advertising. The second is the creation of a People's Media -- communication, techniques, etc., which point to people's real needs and aspirations. The third is an organizing effort, an attempt to reach women in the Boston area and organize them around the issues of their exploitation and manipulation by advertising.

5. Women and the Law. This subject will probably involve only one or two students who will work with an existing collective. Students will not only learn about the legal structure, but will assist in bringing actions and mounting cases to challenge that structure.

6. The economics of women's oppression. This seminar will study the present, and also the e onomic history of women, with special reference to the changes brought about in women's economic roles by the growth of capitalism.

7. Male sex roles, including the study of relevant materials from psychology, sociology, and history.

8. Feminist Psychology. As yet not further defined.

CHICAGO LIBERATION SCHOOL FOR WOMEN
852 West Belmont
Chicago, Illinois 60657

In the United States, people are taught only the skills they need to know in order to do their jobs. In other words, education is used simply to create citizens who will be useful to those in power. People are not taught to understand how the entire society operates, or how society could be changed.

For most women, this means that education only fits us for such roles as housewife and mother, follower and listener, secretary and unskilled worker, sex object and emotional comforter.

In this country, knowledge is purposely given out to women in a very special way. That is, most women are taught only the skills and information necessary for them to serve men. Women are almost never given the information which would help them control their lives, change society, or become independent. We are almost never taught how a corporation runs, what inflation is, why America is at war, how a car works or how an electric appliance can be repaired. We are rarely taught the history of struggles in the past for women's rights. This lack of knowledge not only makes women feel inferior but keeps us passive and dependent upon males for guidance.

THE LIBERATION SCHOOL FOR WOMEN will be a step towards challenging women's oppression. Through this school we will be able to learn about ourselves, our histories, our roles in society, our strengths and our intellectual capabilities.

THE LIBERATION SCHOOL will offer introductory courses which will help women understand how they are oppressed and what liberation could mean. These courses could include women's history, sex education, and women in literature. The school will also offer several kinds of skills courses, including self-defense, photography, and repairing such things as home appliances and automobiles. There will also be study groups in such things as health, the family, economics, and American foreign policy. These courses will help women develop a unified and radical understanding of how American society operates. They will give us confidence in our ability to think and act for ourselves.

THE LIBERATION SCHOOL is a project of the Chicago Women's Liberation Union, 2875 West Cermak, Room 9, Chicago, Illinois 60623 (927-1790). Each class will be held either one night a week or on Saturday morning, for six weeks. They are open to any woman who registers and who gives $3.00, if possible, in order to keep the school running. The specific courses offered will change from time to time.

Courses: A Selection (for a complete listing, see the New Guide)

READINGS IN WOMEN'S LIBERATION. Why are women uniting? How are they uniting? introduction to basic ideas of women's liberation on how we've been oppressed at home, at school, on the job, as sex objects. Find out for yourself in a six-week rap and study course. Convenors: Ruth Mintz, Vivian Rothstein, Mim Desmond, and Pat McGauley.

HIGH SCHOOL WOMEN'S LIBERATION. High school women experience a twofold oppression--as women and as high school students. Understanding our oppression is the first step towards liberation. Discussion will include the topics of drugs, birth control, alternate education, marriage and alternatives to it, and women's liberation in general. We hope to have activities such as camping, going to movies and a party. Convenors: Pat McGauley, Elaine Wessel.

THE POLITICS OF HEALTH. Wednesday evenings, 7:30-9:30, beginning February 10. The focus for this course will be on answering the following questions: what are the requirements for good health; Why are Americans generally so unhealthy; How is health care tied in with womens oppression; How is ill health made into a profit-making business; How do institutions like the Food and Drug Administration and the American Medical Association contribute to ill health; What possible models are there for alternative systems of health care; Convenor: Linda Friedman and Debbie Dobbin.

SCIENCE FOR WOMEN. Monday evenings, 7:30-9:30, beginning February 8. This course is about science -- how science has been used for profit instead of for the people; how science has been controlled by men. Knowledge is power. In this context we will discuss gravity and electromagnetism from Newton through Maxwell to Einstein, and we will discuss brain functions and computer imitations of human intelligence. Convenors: Chris Riddough and Naomi Weisstein.

WOMEN IN THE UNITED STATES IN THE 20TH CENTURY. Monday evenings, 7:30-9:30, beginning February 8, we will be asking ourselves if things have gotten better or worse for women since we won the vote 50 years ago. Some topics to be examined: the last decade of the women's suffrage movement; the flapper, was she liberated? World War II, Rosie The Riveter, was she liberated? The feminine mystique, the Womens Liberation Movement. Convenor: Ellen DuBois.

FIX IT COURSE. Thursday evenings, 7:30-9:30, beginning February 11. In this course we will work together to overcome our ingrained fears of machines, electricity, and work with tools. This will be done by working on practical projects such as the following: fixing home appliances, toilets, car repairs, and building things which involve work with wood or electricity. Specific projects will be chosen with the help of the class. Convenor: Robin Kaufman.

ORGANIZING. This course is designed to help women develop their skills as organizers. It will include both technical skills such as leaflet writing, organizing meetings, and the evaluation of group process, and discussion of questions such as whom do we organize, around what issues, and what is the relationship of working for reforms and building a radical movement. Women who take the course should have previously been part of a rap group or some kind of women's liberation organizing project. Convenors: Day Creamer and Deb Dobbin.

MARXISM AS A WAY OF THINKING. The purpose of the course is to familiarize ourselves with some basic concepts of Marxist analysis so that we can better understand the forces at work in American society, and build a movement to transform it. Ideas to be explored will include materialism, dialectics, class in America. Convenors: Vivian Rothstein and Heather Booth.

AUTO MECHANICS. This is going to be an introductory course on finding out how a car works, and how to make minor repairs. Enrollment is limited to 20. Convenors: Carol Whiteside and Maryann Gilpatrick.

DREAMING. In this course we will look at the significance of dreaming. We will discuss and read about how we can interpret and direct our dreams; how the increasing repressiveness of our society is reflected in our dreams, how our dreams relate to our sexuality and male-female conflicts; how dreams might have relevance to the womens movement. Write down some of your dreams and bring them to the first session. Convenors: Doralee Grindler and Liz Buttors.

Summer, 1971.

CORNELL UNIVERSITY
Ithaca, New York 14850

FEMALE STUDIES PROGRAM
Steering Committee

In retrospect, it might be said that the Female Studies Program at Cornell began with the 1969 Cornell Conference on Women. Not many of the thirty people who organized the conference had any idea how radicalizing the conference was going to be, let alone any plans for a Female Studies Program, which was unheard of at that time. The questions that were raised at the conference attacked basic assumptions about the sexes and our society, e.g. Is the "woman question" a political one? Is there equality in education for women? Are the psychological differences between men and women innate or the result of acculturation? Perhaps the question which affected people most profoundly was "How do men look at women, and how do women look at themselves?" Because this question implies that women are defined by men and that what they see in themselves is what men see in them, it related in a very basic way to all women; and in this way it was consciousness-raising and in many cases radicalizing.

The excitement that was generated at the conference did not end when the panelists and speakers left. Rather, the organizers and others who became interested in the questions raised by the conference realized that they knew much less than they had thought and were less sure of some of their basic assumptions. A group of students, faculty and administrators began to meet weekly, and has met regularly since that time, to educate themselves. Some of us had far-reaching personal revelations as a result and began to answer some of the questions that were raised as well as to raise new ones. If the question of male-female relations is a political one, how should we function in our communities? Some answered this question by forming a NOW chapter on the campus to organize women and to make certain demands on the University. If the education of women is not equal, what could be done to equalize it? NOW could agitate for more women faculty and an end to the quota system, but what about the curriculum? Was there something about the curriculum that made it unequal for women? A group of faculty and students began to think about a course that would concentrate on these and other questions. They developed the first interdisciplinary course on women offered for credit at a major university. It was entitled, "Evolution of the Female Personality: History and Prospects." The results were astounding. With little publicity, the course drew over 200 students of whom 34 were male, plus many auditors. Heartened by the success of the course several of us felt that the time was right to think about a program. Students were asking for more and some of the faculty were willing to cooperate. In order to focus this interest and explore Cornell's potential resources in this area, we held a one-day conference of the future of Female Studies at Cornell and other campuses in the area. From other universities a dozen scholars specializing in teaching and research related to women were brought to the conference to serve as resource persons.

The conference helped point us in the direction of areas in need of research, and a subsequent questionnaire to all Cornell faculty helped us identify individuals working in an area related to women and/or sympathetic to a Female Studies Program.

To begin the development of new courses and the sponsoring of research requires financial resources. We needed not only an office, but someone to coordinate this entire undertaking. Despite a universally tight budget situation, we were fortunate in raising sufficient funds from various sources within the University to enable us to operate for one year. We received seed money grants from the University Provost, the deans of the Colleges of Arts and Sciences and Human Ecology and from the Center for Research in Education. The latter also provided us with office space and secretarial help. On August 24, 1970, a half-time Executive Director was hired. Her job was to coordinate the activities then in progress, to encourage new course development and research on campus, to obtain funds for the academic year 1971-72,

to establish communications with persons on campus and off who are interested in Female Studies, to service the University's extension programs by providing materials, speakers, etc., and to explore the possibilities for a creative relationship with the Women's Liberation Movement.

The small ad hoc Female Studies committee that had been meeting regularly over a year to engineer all of the above had grown by now to almost 30 members. Reconstituting itself the Steering Committee for Female Studies, it was decided that the various operations required to maintain and expand Female Studies could be performed best in small subcommittees. It soon became apparent, however, that the resources of one half-time staff member and the volunteer efforts of the various subcommittees were insufficient for the amount of work that needed to be done. Accordingly, it was decided that another half-time member was needed; specifically, someone who could devote her time primarily to academic questions such as developing communications with faculty, following up on their interests and coordinating Female Studies research proposals. Also, since the problem of funding is crucial to the continued existence of Female Studies, it was felt that this person should aid the Executive Director in seeking outside funding. On December, 1970, the Steering Committee, on a one woman, one vote basis, elected its first half-time Academic Coordinator.

It is interesting to note that the structure of the Female Studies Steering Committee was, from the beginning, very loose and it has remained so. The Committee usually works by consensus; but when it does have to take a vote, the only requirement is that people have attended a few meetings of the committee. Therefore, students, faculty, administrators and townspeople can play a significant role in the direction of the program just by being interested and participating in the work that needs to be done. We have, in fact, attracted a variety of people to the committee, from full professors to undergraduates.

At the moment, the Female Studies Program at Cornell is neither a center nor a department. We work through the existing departments, since we can neither give credit, nor can we give faculty status to the personnel participating in the program. Our function varies from hiring a teaching assistant to teach sections to co-sponsorship with a department which assumes full responsibility for the course. In either case, all of the courses are taught by people who are on the Female Studies Committee. Members of the committee are involved in pertinent research and we have some co-appointments with departments when the research is our area. We also participate in various public service projects within the University and in the community. As noted above, we also sponsor conferences and speakers.

Directed Research Seminar. This course grew out of the desire of students who have taken Evolution of the Female Personality, or have done some reading in the area and wanted to do more research. Female studies as such gives no credit for the course. With our help, however, students have found faculty members who gave them independent study credit for their projects. Participation involves attendance at a bi-weekly seminar conducted by various members of the Steering Committee. Students may undertake either individual or group projects. An example of the latter is the preparation of a series of lectures on Women and Health subsequently given in downtown Ithaca.

See the New Guide for a complete list of courses.

January 1971

DOUGLASS COLLEGE
RUTGERS, THE STATE UNIVERSITY
NEW BRUNSWICK, NEW JERSEY 08903

THE WOMEN'S PROGRAM
ELAINE SHOWALTER

The program for women at Douglass College covers a number of areas in addition to curriculum: freshman orientation, departmental advising, career counselling, and alumnae relations all emphasize the effort to liberate women from narrow roles and encourage them to choose from a wide range of life styles. In 1969, the faculty of the college voted to remain a women's college dedicated to preparing its students for "full partnership and equal participation" in society. In 1970 a report on women's education by an Ad Hoc Committee of students and faculty called for increased curricular offerings in women's studies; expanded programs for older women, particularly minority women; changes in career counselling; revision of college publications; changes in student regulations, and many other recommendations. At the present time these recommendations are being implemented in most areas under the supervision of the Women's Program.

IN 1971-72 Douglass offers courses on The Educated Woman in Literature; Twentieth Century Woman Writers; History of Women in America; The Role of Women in Contemporary Society; Biology of Sex; Female Personality and Female Motivation. In addition, students may take courses at any of the other branches of the University in the New Brunswick area, particularly through the Eagleton Center for the American Woman and Politics, located on the Douglass campus, which offers field work and seminars on practical politics related to women. Although there is no formal major in women's studies, it is possible for students to design independent majors, and in 1971-72 there is one such major in The Legal and Social Status of Women.

Fall 1971

AMHERST, HAMPSHIRE, MOUNT HOLYOKE
UNIVERSITY OF MASSACHUSETTS, SMITH

FIVE-COLLEGE COMMITTEE ON
WOMEN'S STUDIES
GAYLE HOLLANDER, COORDINATOR
Hampshire College

I. Defining "Women's Studies"

Before listing the major reasons for the formation of the committee and its proposed membership, it will be useful to delineate the scope of our academic concerns. In referring to Women's Studies in the Five-College area, we have in mind the following types of courses:

1. Those dealing primarily or exclusively with women and taught under the auspices of a particular department by a person trained in a specific discipline. There are many such courses among those listed in this year's Five-College list compiled by Pat Sackrey ("Courses on or About Women Offered in the Five Colleges," January 15, 1971, Women's Center, Northampton).

2. Interdisciplinary approaches to the subject of women, usually taught collectively by a number of people representing various fields of study. At present there seem to be no such courses in the Valley, but an example is "Social Roles of Women in America," led by Sheila Tobias at Wesleyan University.

3. Courses which deal with sex roles or male-female relations in general, such as Sociology 391, "Sex and Sex Roles in Changing Society" taught at the University of Massachusetts by Charles Page. We should note that our inclusion of such courses is not done in a spirit of academic imperialism, but for the sole purpose of coordinating information on courses which are heavily oriented toward the role of women in society; often these "sex role" courses deal more with women than with men.

4. Courses on the Women's Movement. Sometimes these are included in the above categories but sometimes not; for example, "Exploring the New Feminism" by Ellen E. Morgan at the Princeton Adult School falls into this category. (Again, there seem to be no such courses in the Valley at present.)

5. Discipline or field courses at Hampshire College are Gayle Hollander's "Soviet Political Life," which has a unit on Soviet women, and Penina Glazer's seminar on political and social dissenters, "The Outsiders," which has a unit on Nineteenth Century Feminists.

6. Discipline courses which ordinarily are assumed to deal primarily with women, such as "Marriage and the Family."

This list makes it clear that Women's Studies is not an attempt to supplant or compete with any of the established scholarly disciplines in an organizational sense. Rather, it is a field concentration, much like Slavic Studies, American Studies, or any of a number of interdisciplinary associations of scholarly subject matter. As such it will augment and enrich the usual offerings in traditional disciplines and in most cases help to provide a new perspective on those fields.

II. Membership of the Committee

At two preliminary meetings, representatives from the various institutions agreed that the following people will serve as members of the Five-College Committee on Women's Studies:

III. General Purpose of the Committee

The committee has been formed because people teaching courses on women feel a need to get together and talk on a regular basis; to exchange information about speakers, faculty members, bibliographic and other materials for teaching and research; and to collect and make available information for people who would like to become more familiar with the history and present status of women. To facilitate information-sharing and efficient use of resources, we felt that at least one readily identifiable person should be available at each institution and should maintain contacts with counterparts at other institutions.

IV. Specific Activities

We envision our activities as encompassing several concrete tasks:
1. To prepare annually a Five-College Course Listing including the types of courses mentioned in Section I. (North Burn is currently preparing such a list for 1971-72, and we offer to assume this task in the future.)

2. To start and maintain two complementary rosters of people teaching courses on women or having access to important research materials: one a Five-College list and another including people working elsewhere in the United States. A base for the formation of such a roster already exists, but it needs to be systematically organized and constantly updated.

3. To assess the quantity and quality of course offerings on women in the Valley, pointing out gaps and unnecessary duplication (not to imply that all duplication is undesirable) so that departments and colleges can use this information in planning new courses and hiring new faculty.

4. To be available (or provide others) for visits to departments and colleges which want to know more about Women's Studies, what it can contribute to a curriculum, and what role it might play in a student's career or life plans.

5. To coordinate speakers and funding for speakers on the subject of women (essentially we would be a clearing house for information on speakers to aid in the efficient use of now scarce financial resources at each institution).

6. To plan a Five-College seminar on Women's Studies to begin in the fall of 1971. At this point we envision the seminar as a forum where those working or interested in the field can inform themselves and each other. We hope to begin by presenting a series of sessions at which the treatment of women in the various academic disciplines will be discussed, and later proceed to the presentation of papers on more specific topics of research and teaching. (We would be grateful for any funds which the Five-College Coordinator's Office might make available to us for the purpose.)

7. To plan a Five-College Symposium on Women, probably to be held in the spring of 1972.

8. To undertake or sponsor the preparation of a guide to research materials on women in the New England area. We have begun this task by requesting Gai Carpenter and Judith Watts of the Hampshire College Library Center to gather information on the strengths and weaknesses of specific collections in the libraries of the five Valley institutions (including a summary of information about the Sophia Smith collection at Smith College.)

9. To act as liaison with groups or departments elsewhere in the country, (such as the Women's Studies Programs at Cornell, San Diego State, Douglass, and so on).

GODDARD COLLEGE
PLAINFIELD, VERMONT 05667

FEMINIST, STUDIES PROGRAM
MARILYN SALZMAN-WEBB

Goddard is a small experimental college in the middle of Vermont. Although it has only about 400 students in residence at any one time, the student body ranges up to 1500. Goddard is on a trimester system and in any one trimester some students are working, some are here, some are doing other non-resident work and some are involved in one or another adult or external degree programs. So the student body is highly transient, just like the youth culture it embodies. People need only be in residence four trimesters to graduate, and most of the educational work takes place around planning and reflecting on what is done outside of the school setting. So our women's studies program reflects this transience, and much energy is taken in individual planning with students about lives away from school and how work and experiences they have on the outside relates to our overall program in women's studies.

In the past years women at Goddard have had much interest in the issues raised by the women's liberation movement. There have been consciousness-raising groups and study groups meeting regularly in and around Goddard, and the college has been a meeting/conference/festival center for women throughout the state.

In the spring of 1970 part of the demands of the student strike at Goddard were the establishment of a Radical Studies Program. Feminism was one aspect of this program, and I was hired in response. Previously there had been no formal courses in women's issues. In the fall of 1970 I began teaching courses in philosophical and political issues raised by the women's movement, but since many students prefer to study independently, I was working with students whose interests ranged from literature and writing to history, sociology, the family, sexuality, physiology, psychology and anthropology--clearly one would have had to be a Renaissance humanist to cover all that well! So we all thought there was a great need for a separate women's studies program and for more faculty to be hired.

By Spring trimester a Women's Studies Program was a reality, mostly in name, because we had only minimal additional staffing, but we did get a lot more organized. All dorms are coed; some are cooking dorms; many make attempts at being a collective. This means they have consciousness-raising meetings, discuss what they are learning and thinking, and make some tentative plans together for when they leave plus some even try to undertake some campus projects. In the spring women set up a cooking dorm of their own and attempted to act as a collective. I should make clear that this is a very important step. There are no classrooms at Goddard, and all courses are taught in dorm lounges. Usually each dorm is a special interest area, so setting up one dorm as a women's base was a significant step toward building a cohesive program. This raised some problems, however, the main one being that collectives are hard to form when students come and go every three months, and they don't all come or leave together. Some may be here two in a row, some not at all; plans are made individually unless there is some strong program that does it all together. We didn't get that together yet, although the women's dorm has continued this fall with some of the same people from last spring.

Skills courses were added to academic ones in the spring. There were almost twenty offered in the form of mini-courses, some of which lasted one session, some three weeks, some the whole trimester. Courses ranged in content from auto mechanics, carpentry and marksmanship to children's literature, feminist dance, woman poets and sex role differences. All these courses were taught by women and open only to women. Both students and non-students have always been welcome.

This fall we have hired someone to teach auto mechanics, carpentry and graphics full time. We have another woman teaching feminist dance part time. I should make it clear that not all these teaching positions are paid positions (which I feel ambivalent about because, lord knows, women are always volunteering everywhere, but we have so little money). We have tried to incorporate other faculty and women in the surrounding area in whatever skills programs and classes we have.

Students have welcomed speakers, visiting poets and artists, have organized women's conferences and festivals, and generally act as a catalyst for the Goddard Community (which includes surrounding Vermont towns).

We are in the process of adding additional faculty members to our program beginning in the winter trimester. Most likely we will now offer courses in psychology, history, anthropology, writing and literature, although all faculty members are free to teach at any time what they are interested in. We have no departments, so we can grow ourselves along with the students. We are concerned that most really profound learning students does not take place in any school, and that college is usually a time when women have a false sense of equality they will never have in the real world. So we are trying to figure out a better plan to help students find non-resident placements where women are -- in factories, telephone company, health clinics, Planned Parenthood, interviewing women (old and young), etc., We hope they can develop the anger and the depth of experience so our courses and discussion times can be of great depth.

We are also concerned that women's studies will not become another area for pure academic study, and we are trying to see what relationship our studies can have in deepening the scope of the movement feeding into action against patriarchy rather than only studying its existence.

Because of this concern we also are hoping that what our students leave with is not only a body of knowledge, but a reason for learning it, a context to fit it in, but most important, a strong sense of an inner core of self that most women never develop We want them to be able to act on the world, and in the world.

Two courses in feminism are offered this trimester (71-72). One will be in session A, the other in session B of the Spring trimester. Both courses will be taught by Marilyn Salzman-Webb.

Class during A session: Feminism trips out
A traveling, reading and writing workshop on women in institutions: the family, prisons and mental hospitals. Heavy emphasis on writing and graphics portraying our studies and visits. Much reading in feminism. Be prepared to produce one or two booklets of poems, stories, etc.

Class during B session: Families, Tribes and Collectivism
A study of sexuality and suppression under various social organizations. What are the politics of our "family"? How do they aid an authortarian state? How could "growing up" be organized differently? Collectives? Communes? How have other societies done this?

Skills are essential for our survival. We will have 2-3 week crash mini-course throughout the trimester in those skills and subjects listed below:
Women and their Bodies; Feminist Dance Workshop; Auto Mechanics; Women's Radio Programming; Carpentry; Videotape; Karate and Marksmanship; Women Poets; Tumbling; Wrestling, Swimming; Development of Sex Role Differences; Medical Survival; Sexuality Seminar.

LANEY COLLEGE
OAKLAND, CALIFORNIA 94606

WOMEN'S STUDIES
LYNDA BLUMENTHAL

OUR PURPOSE

To gather information about women and pass that knowledge on to those who are interested, especially other women.
To help women look earnestly at their lives, and to better themselves as they see fit.
To help women realize there is no ceiling whatever on what they can do.
To help each woman discover her talents and learn to take action in the world.

WHY WOMEN'S STUDIES

Because women...all women...are oppressed because they are Women. That commonality of oppression gives us a perspective we must learn to develop and articulate or else we'll stay oppressed. Also because we are different, and, for far too long, these differences have kept us alienated from each other. We will study the world through our own women's eyes, and study ourselves in relation to each other and that world.

Women's studies can provide a sense of personal identity and direction, and also a heightening of political understanding for women. An individual who has been oppressed, made invisible by the larger society, who has been taught to doubt her personal worth and her capabilities, must first understand how and why her own oppression occurred.

With this understanding she can begin to free herself from the constraints and roles this society enforces on her so that she can become a self-defined, self-determined person. From this developing consciousness can come an understanding of how the society in general is based and maintained on a set of principles which holds one sex, race and culture superior to all others.

The following courses will be offered in the Fall, 1971:

FEMINISM AS REVOLUTION (Philosophy) Lynda Blumenthal

We shall develop a Feminist perspective of social, political, economic, cultural revolution. The members of the class shall work independently and in small groups to develop this perspective through research, discussion, and writing. We will use varieties of materials and persons as resources, but will use our own growing understanding as the final authority.

WOMEN'S LITERATURE (English) Norma Hall

Composition and Reading: Women's literature can be taken for individual study. An examination of selected novels, plays, short stories and poetry with an emphasis upon how various writers--women and men--have portrayed the female in their works.

WOMEN IN AMERICAN HISTORY (History) Lisa Rubens

An examination of the roles all women have played in American history. How and why historians and society in general have viewed women in America. A critical analysis of the politics of oppression.

LESBIANISM: FROM MYTH TO REVOLUTION (A non-credit seminar for women) — Lynda Blumenthal

Who is the lesbian woman? Is she sick or sane? Is she part of a small disturbed minority or is she rapidly appearing in numbers? Is she a white people's problem or does she live in all ethnic communities? Is she a threat to the women's movement, or is she what the movement is about? We shall deal with these questions and more in an attempt to frankly confront both the stigma and the beauty of lesbianism, understand the role of lesbianism in the contemporary women's movement, and see what the lesbian is in terms of revolution. Texts: The Well of Loneliness, Radclyffe Hall; A Place for Us, Isabel Miller; Lesbians Speak out.

INDIVIDUAL STUDY
Individual and group projects in experience, research, and writing. Contact Women's Studies staff women.

CONSCIOUSNESS RAISING GROUPS
This will be a basic course on Women's Liberation. Through books, tapes and films, we will attempt to learn about the causes of women's oppression and what this means in terms of change. Credit can be arranged through Women's Studies instructors.

In addition to offering these courses, one of the aims of our program is to encourage women to pursue training and careers in those fields, which have been almost entirely closed to women: drafting, metallurgy, carpentry, sheet metal, construction technology, mill-cabinetry, electronics, machine and metal, electrical wiring, refrigeration.

Additional Recomended Courses:

1. Economics; Maudelle Shirek
2. Biology: Urion Gallin-Galler
3. Art: Evelyn Glaubman
4. Karate Club

A Women's Center would provide a place for women to come together and create ways of meeting our needs. Some of its services will include: a clearing house for information; a network for small groups; an organizing center to work on problems, such as extending child care on campus; a sexism grievance center on our campus; a comfortable place to relax and be together.

Fall, 1971

UNIVERSITY OF PITTSBURGH
PITTSBURGH, PA. 15213

WOMEN'S STUDIES PROGRAM
MARCIA LANDY, COORDINATOR

The justification for women's studies seems clear. At a time when universities endorse East Asian Studies, Far Eastern, Jewish, etc., it seems that, in the light of past experiences, courses in women's studies provide a major key to unlocking immemorial negative attitudes toward women. However, there are multiple reasons for the university supporting a center for women's studies. Briefly, we could list them as follows:

1)The concept of the family is undergoing extreme alteration and central, of course, is examining the traditional role of the mother, the father, and children. In all fields - psychology, sociology, anthropology, social work - this is a present concern. The role of Women's Studies is to coordinate and re-examine this problem in relation to the neglected study of women.

2) No existing department as yet or in the near future can deal with the study of women except in the most conventional of terms. A new structure must influence re-assessments in the various departments. This new structure must not be home economics departments but must relate centrally to existing departments.

3) The hiring of a small core faculty in a center for women's studies should influence and stimulate hiring of women in the various disciplines (there should be a policy of loaning core faculty to departments and of departments loaning women faculty to the Women's Studies Program).

4) Some problems relating to women fall outside departmental or separate disciplinary purview and into an interdisciplinary center. Those women's studies courses which face the necessity of interdisciplinary studies can be most successful in stimulating the intellectual climate and scholarship within a university. The advantages, of course, of such a program feed back into the scholarship and teaching of individual departments.

5) Since women have been kept outside of the decision-making process, a women's studies program allows for two significant innovations: (a) an opportunity for women to be actively engaged in directing and administering and, (b) an opportunity for women to participate in studying the decision-making process of institutions heretofore dominated by men.

The Structure of Women's Studies.

a) There should be a central academic structure -- a center or program for Women's Studies with a core faculty at the regular academic ranks -- some responsible for research programs, others mainly responsible for undergraduate education.

b) In the various departments, appointments should be made to teach in women's studies on a half-time, third-time basis or in part or full-time research loan. Members from the core faculty could work out loans of faculty members to the various departments if necessary; but the object is to spread research and teaching throughout the university rather than keeping it confined to one isolated structure. The central structure is necessary for research, coordination and teaching purposes.

c) The program should have course offerings stressing particularly those offerings which are: a) multi-disciplinary in nature, b) new and experimental. It should cross list courses offered in individual departments and encourage the creating of courses in individual departments.

d) The program should offer a major in women's studies; and should also encourage undergraduate and graduate students to take courses in order to stimulate research in:

1) various disciplines but particularly in advanced work growing out of the interdisciplinary studies which have been associated with anthropology, sociology, history, philosophy, the theoretical approaches generated from the sociology of knowledge and from the contemporary European critical context. Women's Studies is an appropriate center for the academic examination and application of techniques generated from the separate disciplines.

2) information-gathering studies which focus on the family, sex roles, institutional structures, and problems of understanding and change.

3) coordination and study of child care research, education and training. There should be direct relationships between women's studies and the central administrative coordinating structure for the existing and expanding child care program.

e) The program should be directly concerned with the quality and content of its own and existing undergraduate programs as they relate to women; e.g., particularly it should examine the degree to which courses are heavily oriented toward male performance, male dominance, and toward the perpetuation of male hegemony in the definition of professional standards and values. It should examine distortions in content and also the absence of relevant ideas and facts relating to women. For example, are courses in history concerned also with the history of women - women as rulers, leaders, working women? Are students in history departments being taught by women? Is the research that is being turned out and studied by the students reflecting more cognizance of the role of women? Do the undergraduate offerings reflect changing attitudes toward women and particularly toward the woman student? The same situation applies to literature. Are more courses by and about women being studied? Are women writers included? Women critics? Is there any examination of women's past and present roles? In undergraduate innovation, are new models of decision-making developing whereby the movement is away from the man as the final authority figure? In other words, in style as well as content is the curriculum reflecting non-authoritarian, non-male dominated alternatives? Are more procedures being developed to insure that undergraduate women are not being restricted in opportunity?

f) The administrative structure advocated is that the core faculty select its first chairwoman, or director; that the director maintain the position for three years and that the position be a rotating one. The chairwoman or director, in conjunction with core faculty, will be responsible for academic and administrative decisions. The initial core faculty should be selected by a search committee chosen by the ACWO. The core faculty of at least five feminists should be so selected that it reflects:

1) Some faculty who have administrative skill and can share this with other women faculty not only in the core faculty but in various departments throughout the university.

2) Some who are primarily concerned with research; who can devote much of their time to doing their own research; also encouraging and facilitating research in the program and through the various departments. University fellowships should be created to encourage research by women faculty on projects related to women.

3) Some who are primarily concerned with teaching and can be available for consultation within the program and outside, also for encouraging new courses, advising and counseling in existing courses, developing new techniques for teaching and creating learning and evaluation structures.

4) Some who are concerned with the community, with doing field work, with developing university and community projects, who can act as consultants for the community, can further solidify university-community connections, can also coordinate with existing university and community programs.

Advantages of Women's Studies for the University.

a) Part of the general trend of undergraduate and graduate educators at Pitt has been highly innovative, and the proposed program would expand the university's commitment to excellence and originality in teaching. Pitt cannot afford to remain behind when other schools are considering and establishing women's programs because it must -- like any top university -- be in touch with the major currents of research in other places. No existing program or department does for women what e.g. Black Studies does for black people. The prestige of Pitt will be higher as a result of this new integrated women's program.

b) Pitt has been deeply concerned with a commitment within the university to minority and oppressed groups. A Women's Studies Program would be a further extension of this valuable commitment. A Women's Studies Program would stimulate originality in teaching which would be a further enhancement to the University of Pittsburgh's scholarly reputation. Women's Studies can: 1) get women hired, and 2) create new work patterns for women. Pitt has given its commitment to hire more women and to end discrimination against them; therefore, rather than looking at the program as costing more, it should be regarded as a significant way of developing the stated commitment to improving the status of women. The University spends much time, money and energy on educating women. It can cash in on that investment.

Selected Courses (see New Guide for a full list):

Woman's Role in Society — Prudence Rains (Sociology), Ellen Rudt (Sociology), Cynthia Sheehan (Sociology), Phyllis Kitzerow (Sociology), Malinda Orlin (Social Work). 71-72.

The aim of this course will be to explore the sociology and social psychology of Woman's status. This is to be done by examining the institutional bases of woman's status-role complex. Cross-cultural analyses will be made in terms of women's positions and life styles in the least differentiated (traditional) and most differentiated (modern) societies. The course will be primarily concerned with the latter societies, and the U.S., in particular. Analyses of class-based differences in values and life-styles will be treated extensively. And the social psychology of American women's status will be treated in terms of socialization theory and the effects of inequality.

This course is to be taught by five women social scientists. Each will lecture on a specialized area, e.g. "socialization." Each will also lead a weekly discussion section. Also participating in the course presentation will be several persons qualified to discuss the institutional bases of women's status in other societies, e.g. India and China.

The five women teaching the course will also be involved in a female oriented sociology workshop - for faculty and graduate students. This latter course will

be especially designed to stimulate research interests and formulate appropriate problems. It is expected that an intellectual cross-fertilization will take place between those involved in both the graduate and undergraduate courses.

The undergraduate course will require the reading of ten books, and a number of pertinent journal articles. An extensive list of optional readings will also be provided for the students. In addition to readings, students will be required to keep a journal in which the sociology and social psychology of their own sex-based status may be recorded and interpreted. The journal should make empirically relevant the more abstract concepts with which the course will often deal. Those students choosing to receive a grade for the course will also be expected to write a research paper.

Dynamics of Female Identity

In the proposed course -- The Dynamics of Female Identity -- we will be concerned with the origins of sexual stereotypes, the current definitions of masculine and feminine, and the funtions of sex role stereotyping. Additionally we want to explore with the class the methods of social conditioning and the factors influencing the effectiveness of sex role learning.

We hope to relate insights from psychology and social psychology to those derived from anthropology and political science. We hope that the blending of concepts from different disciplines will enable a greater depth of analysis of the complex issues involved than would the vantage point of one discipline alone.

We would like to limit enrollment in this course to 40 or 50 in order to vary our methods from the traditional lecture style. Since there will be two of us, we envision using a variety of discussion groups-- both structured and informal; presentations by members of the class; informal debates; joint lectures and other methods in addition to lecture/class discussion. We intend to keep the structure flexible so as to involve the class, raise issues, and encourage discussion of different points of view.

Materials for the course will come from the immediate culture -- e.g. television, advertising, and movies -- as well as from the attached source reading list.

Mythology of Women — Marcia Landy 71-72

This course wil focus on common myths of women, their sources, their manifestations in literature. Readings will include Greek and Roman mythology, the Bible, Medieval romance, Elizabethan drama, Gothic and contemporary novel.

Frank, The Bible; Hesiod, The Theogony, Trans. N.O. Brown; Aeschylus, The Oresteia; Ovid, The Art of Love; Milton, Paradise Lost; Moliere, "School for Wives"--Eight Plays; Middleton, Women Beware Women; Austen, Emma; Lawrence, Women in Love; Plath, The Bell Jar; Didion, Play It As It Lay; Hays, Dangerous Sex; Rogers, The Troublesome Helpmate.

Summer 1971

PORTLAND STATE UNIVERSITY
PORTLAND, OREGON 97207

AD HOC WOMEN'S INSTITUTE AND RESOURCE CENTER
NANCY HOFFMAN

Description: Women's Institute and Resource Center

The Portland State Ad Hoc Women's Institute and Resource Center has not yet presented itself officially to Portland State University nor has that community sought its acquaintance. Yet some four hundred students have participated in one or several of the eleven courses we offered this year, and we expect more courses and students next year. The Ad Hoc Women's Institute and Resource Center (WIRC), the name we have given our informally created organization, has a history worth describing in light of the problems of launching university based women's programs.

A group of women students, many of whom had been members of a class in the Sociology of Women, came together in the last months of 1970 to discuss Women's Studies. They met with several interested women and men faculty and decided first to organize a weekly lecture series on women open to the university and city communities, and second, to survey faculty interest in offering women's studies courses. The lectures were arranged through the university's educational activities program; speakers--students, faculty and community women--shared the program which ran the gamut from female sexuality to the history of the interconnection between abolition and female rights. No outside "stars" were brought in, and the emphasis was on audience engagement, particularly in small groups after each presentation. The faculty survey, done as a sociology project for academic credit by two students, revealed numerous interested faculty members who were willing to ask their department chairmen's permission to teach under omnibus Special Studies course numbers a variety of women's studies courses. During Spring registration we printed and distributed the catalogue and met with an enthusiastic response. We had, in effect, established a shadow or underground department of women's studies which was student-controlled and free of administrative interference.

Now some of us would like to build a legitimate university institute for Women's Studies that could provide funds for paying students and faculty for administering the program, office space, secretarial help, and official course designations. We are submitting a proposal for a certificate program in Women's Studies; we all agree not to sacrifice our loose administrative procedures, or our power to shape the program.

When we first considered writing a proposal for Women's Studies our intention was to ask for resources to develop an experimental program to meet the needs of students, staff and community for a Woman's Institute and Resource Center. Several deans to whom we talked suggested we apply for a Certificate in Women's Studies following the procedures and form established by the OSBHE for such a program. The Chairman of the English Department gave us the Black Studies Center proposal approved by the Board of Higher Education in Oregon as a guide. Our first puzzlement came in reading that document and its various supplementary explanations and justifications: the questions and answers seemed anomalous not only with the realities of the Black Studies program as we knew it but with a candid attempt to let a program shape itself organically, based on a process the products of which no one would as yet have any way of measuring, if indeed measurement were to the point. The more we as an Ad Hoc Committee conferred, the more alien we felt: the questions we sought to answer on the form seemed

either inappropriate to our exploratory way of thinking or forced us to premature conclusions simply to gain credibility and status. Legitimacy, whether we wanted it at all, became the key issue. We had read of the unfortunate experience at San Diego State College where the Women's Studies Program in gaining funding and recognition by a Foundation connected with the College lost its autonomy, its staff and student control. We wondered. Did we want "legitimacy" and at what cost? If legitimacy were not a primary goal, and risk of losing our ends in the means were not a price we were willing to pay, what could we do to demonstrate our seriousness and enthusiasm, our belief that a need exists for a Women's Studies program at Portland State, that our experience to date in offering courses and services to students and the community has substantiated our belief in Women's Studies and, of equal importance, at the same time suggest the need for more flexible procedures to be set up for requesting the State's aid in such matters?

In the end, we decided that since our proposal for a certificate program in women's studies was not likely to reach the appropriate committee of the Oregon State Board of Higher Education for at least one year, and more likely two, that we would submit a proposal pro forma, but would put our efforts into continuing to build our independent Women's Studies Program organically, and according to our needs. As we had done in 1970-71, we would continue to add courses to the curriculum in varied departments and academic divisions where students and faculty shared an interest and resources became available. We would continue to meet as an Ad Hoc Women's Institute and Resource Center, to publish our own catalogue of course offerings, to experiment with a governing structure, and to avoid the problem of official university legitimacy at least until we could evaluate two developmental years.... But we have also attempted to say honestly, in our own language and independent of our formal proposal, what we find are the important issues in establishing a developmental program for Women's Studies at Portland State....

In reading material from the several Universities and Colleges in the country which have this past year formulated Women's or Female Studies programs we are struck by the tone of "victimization." Women have been excluded from history and we must study why. Women have had their roles circumscribed to the hearth and family; we should ask why and study the consequences of their exclusion from positions of power and influence in the larger society. Although it is true that in Western society our culture, history and institutions have been primarily defined and codified by men, often to the exclusion of the interests of women as whole human beings, women have and historically have had a unique point of view and their experience of being outside the dominant frame of reference gives them a privileged point of vantage. They who from time immemorial have been charged with the producing and raising of children know that knowledge cannot be divorced from consideration of human need. Our history, culture and institutions suggest that such a divorce is the rule, not the exception. This, then, is the point from which we propose to begin our study.

A Woman's Studies program as we envisage it should be concerned with developing an intellectual activist consciousness of the experience of being a woman. The proposed program would draw upon often over-looked material in the arts, the social and natural sciences, particularly feminine views of power, influence, technology, and research with the goal of encouraging the open-ended questioning of the received status of women, her social, legal, economic role, her relative absence from positions of power outside the family, her distinctive psychology not viewed through the masculine-dominant lens of reference, and her role in the arts both as producer and as subject. In asking for resources to develop further the experimental program already begun, our intention is three-fold; scholarly

research with emphasis on an inter-disciplinary "problem centered" approach, an approach which would seek new paradigms of knowledge; development of new perspectives in teaching and class participation; and encouragement of new feminist writing and criticism. Our governing awareness as we establish our objectives is the documented waste of human potential lost to the larger world when one half of the population is relegated by sex to a subordinate position in society. Further, we acknowledge the recognized trends in technology and population which provide the "environmental backdrop against which changed roles for women will necessarily be developed" in Western society.

Below are listed course descriptions for some courses which have appeared or will appear under the offerings of the Ad Hoc Women's Institute. No courses are yet designated Women's Studies in the Portland State catalogue, nor have any yet gained permanent approval by the state board of higher education.

SELECTED COURSES (see New Guide for a full list):

Literature by Women — Nancy Hoffman

Using The Second Sex by Simone de Beauvoir and A Room of One's Own by Virginia Woolf as background material, the class will explore works in which the identity and definition of women are primary. For example, we might analyze "free women" in The Golden Notebook, explore the connections between madness and creativity in Sylvia Plath's The Bell-Jar and Ariel, and Anne Sexton's poems; explore the analogy between racial and sexual oppression in such works as Le Roi Jones' Dutchman; analyze the woman as family member in The Man Who Loved Children and To The Lighthouse; discuss themes of female homosexuality in Anais Nin's Diaries and the poetry of Sappho. This course is meant as a survey (and an exploration) of the writing of women.

How Women Are Made: A Look at the Issues of the Women's Liberation Movement
(Social Work) — Diane Pannkost

The course was designed on the basis of the idea that Women's Liberation has something to say to social workers--personally and professionally--who deal with the social and psychological problems of individuals and groups. Reading assignments were from new feminist literature, covering the major issues of Women's Lib as well as focusing on areas of particular interest to social workers (women on welfare, minority group women, and women in therapy). Guest speakers discussed such matters as women in psychological literature, male chauvinism in anthropological literature, gay liberation, and problems of being a female social worker in a male-dominated profession.

Ethics and Women's Liberation — Lauren Blank
(Philosophy)
The course will consist in part in doing case studies in the Portland area which will raise important ethical issues in Women's Liberation. Some examples of the area in which case studies are 1) unwed mothers' homes and the values that make them the way they are, 2) studies of some Portland High Schools: how do men and women learn to view themselves with respect to their intelligence.

Men's Group — David Cressler
(Sociology)
The Men's Group is a student-initiated haven for men who want to explore the implications for their lives of the movement to alter women's status in our society. It is designed to respect and make use of the principle of separatism in the effort to change male consciousness because changes in the relationships between men and women require that men change too. Begun Winter Quarter 1971, it evolved as an open group with both non-student and student (i.e. registered for credit) participants. During the Spring Quarter many of the Winter members returned. It seemed to satisfy the needs of many men with a sincere interest in restructuring their personal relationships with other men as well as with women.

Economic Position of Women — Helen Waerher

This course will help the student gain a factual understanding of the economic position of women in the U.S. economy. Topics to be covered: the changing pattern of labor force participation; characteristics of the female job market; economics of sex discrimination; pay differences---causes and cures--;female poverty and affluence; special problem of women's dual role; women's role in other countries with specific reference to their implications for the U.S.

Introduction to Women's Liberation Studies — Blank, Hoffman, Porter

Designed as a survey of problems central to the women's movement, lectures will cover such topics as the suffrage movement, female sexuality, economic position of women, female creativity and art, women and the law, the family, growing up female, and issues of the contemporary women's liberation movement. Lecturers include PSU faculty, students, Portland community members. Readings: Up Against the Wall, Mother... and Voices From Women's Liberation. Discussion sections, separate for men. A project required for completion of the course.

Poetry and the Female Consciousness — Nancy Hoffman

This course ventures into an area hitherto largely unexplored, and asks an open question: what kinds of valuable and illuminating distinctions, if any, can we make between the poetry of women and of men? Is there a distinctive female language, a specific imagery, a particular way of handling poetic convention? Are there female themes? And more complex, by tracing historically the evolution of a poetic convention (for example, that of female beauty) can we begin to distinguish the ways in which women poets have simply conceptualized the world by adopting a masculine vision? Our basic readings would be drawn from representative female poets: Plath, Sexton, Levertov, Rich, Bishop, Rukeyser, Bogan, Dickinson, Rosetti. Each student would select the male poets most appropriate to her/his particular problem. Such as: Hughes, Lowell, Roethke, Williams, Pound, Lawrence, Yeats, Thomas, and further back the romantic poets, the metaphysicals and sonneteers---Donne, Marvell, Shakespeare, Sidney. Secondary sources: Erikson's "Inner and Outer Space: Reflections on Womanhood," some studies of the development of sexual identity, readings in the works of Laing, perhaps some children's poems from Kenneth Koch's Wishes, Lies, and Dreams.

CUNY/RICHMOND COLLEGE
STATEN ISLAND, N. Y. 10031

WOMEN'S STUDIES
Dorothy Riddle, coordinator

The first women's course, "Women and Society," was offered at Richmond in the spring of 1970. A group of women students and faculty members who had been meeting together for consciousness raising felt the need for a course specifically about women. The women felt that the courses offered at present taught a primarily male chauvinist interpretation of history, personality, society, politics, economics, literature, etc.

The enrollment in the class was high and the next semester the course offerings were expanded. The courses were so successful that a group of women decided to organize for a complete Women's Studies program, including a major, in the spring of 1971.

The Women's Studies program is intended to provide a more balanced education giving a broad introduction to new materials previously ignored or distorted due to societal prejudices. We want women and men to re-examine and to develop new ideas about their society, values, themselves, and their relationships.

As an alternative educational program we will also try to develop new ways of learning and expressing ourselves by confronting stereotyped teacher-student roles and traditional classroom experiences. The emphasis will be on collective participation where committed members will directly shape the programs philosophy, policies, and curriculum.

We also intend that our influence be felt beyond the classroom and beyond the walls of the university. Women have already been successful in setting up a day care center, starting a Women's group which sponsors films, speakers, consciousness raising groups, self-defense classes, etc., working with high school women, working with Family Planning services in the area, and developing the Staten Island Women's Center which offers birth control and abortion counseling, pregnancy tests, health classes, study groups, a growing feminist library, and a place where women can grow and learn together.

We view Women's Studies and our community activities as our part in the struggle against oppression of all minority groups that is so prevalent in American society.

Proposal passed by faculty 5/71;
Approved by the Board of Higher Education Subcommittee 1271;
Awaiting approval by the Board of Higher Education.

Course Descriptions. Most of our courses are offered under general topic areas; the others are special ones that do not fit into any particular category. Most of the courses are co-educational except Sociology of Women (all women) and Sociology of Men (all men). However, students in some courses have split up into groups along sex lines.

Topics in Women and Society.
CULTURAL PERSPECTIVES ON SEX ROLES ..... DOROTHY RIDDLE
This course, for us, is the introductory survey course on women, especially for people who do not know much about the women's movement or feminism. In it we talk about bits of everything which is left out of traditional academic courses plus sharing our own personal experiences as women.
The course is open to men and we encourage men to take it before they take any other Women's Studies courses. For the men, the course is a reverse experience -- they get everything from a woman's perspective and then try to apply it to themselves, the situation which women are in in most classes.

SOCIOLOGY OF WOMEN
In this course we will be looking at the role of women in U.S. society. We will be reading and discussing issues such as how we are and have been affected by the general roles we have been socialized into, the family, the work situation, the media, and our educational institutions. We will also be looking at how women are divided by age, class and race.

SOCIOLOGY OF MEN
Emphasis will be on the male in U. S. today. Discussions of male socialization as a dominant group, the effects on women as a subordinate group, how one moves toward liberation. In order to have men students participate meaningfully in the Women's Studies Program, males will be required to take this course as a pre- or co-requisite.

WOMEN IN SCHOOLS ..... JUDITH STACEY
I hope to be teaching a section of Women in Society with the focus on education. If no one slips a nail under the bureaucratic wheels, it may be possible to offer it as a graduate course which would also be open to undergraduates. If this happens, I would anticipate a heterogeneous enrollment including teachers, prospective teachers, and people who are just interested in how educational institutions and processes contribute to sex role development.
Because of this mix, I would like to organize the course around a variety of research and action projects in the area of early socialization, high school education and higher education for women. At the moment I am envisioning a research collective in which together we would read and discuss basic works in each area, while individuals, pairs and groups select specific topics for a more intensive investigation, analysis or experimentation.
In this way I would hope we could contribute to the mounting documentation of sexism in schools, and thereby to the development of a feminist critique of schooling.

FEMINISM AND MARXISM
What are "feminist" politics; what is their relationship to Marxism; how can women begin to build a theoretical understanding of their oppression; is the division of labor between women and men the true class struggle; or is the primary contradiction the system of imperialism itself; is racism a product of sexism or capitalism????
I see the need for us to begin to ask (and hopefully answer) these questions, so that we can better build a revolutionary Women's movement. I also hope that we will have time to look at revolutionary countries around the world and see how "feminist" their revolutions have been or are developing and why the struggle for women's liberation is different in other cultures.

HISTORICAL PERSPECTIVES ON WOMEN IN AMERICA ..... VICKI WURMAN
Using our own personal experiences and readings, we will try to get a sense of what the lives of women have been like, what women themselves thought, and what was thought about them. Integrating this past with the issues and ideas of the present Women's movement will be our primary objective. There will be an emphasis on certain crucial points in the history of Women in America, such as the development of the 19th century women's movement.

COMMUNITY WORKSHOP ..... CAROL BLOOM
This course will be organized as an independent study collective which will be doing field work in educating the community regarding sexism, and organizing for social change.

Topics in Individual and Small Groups

HUMAN SEXUALITY ..... DOROTHY RIDDLE
This course deals with a variety of aspects of sexuality -- basic factual material on the physiology and sexual response to dispell some of the many myths we have; attempting to define what we mean and/or might want to mean by sexual, sensual, sexy, etc; trying to tease apart the relationships or nonrelationships between sex and love and commitment; and discussing what it means to feel sexual feelings and towards whom -- i.e., heterosexuality, homosexuality, bisexuality, asexuality. We talk about all of these issues both as a class and in small groups (which are homogeneous by sex), and try to grapple with what are things we really feel and want and what are things we do because we have been told we ought to.

GAY OPPRESSION AND LIBERATION ..... LARRY MITCHELL
An analysis of the oppression of homosexuals (women and men) in Western Societies. Consideration will be given to the functions this oppression has in a heterosexual society, the relations between male domination and homosexual oppression, the personal consequences of this oppression and the emergence of gay liberation movements. Novels, films, and social science reports will be used.

PSYCHOLOGY OF WOMEN ..... SANDRA TANGRI
An examination of the biological, social, and psychological roles women play, how we learn these roles, how various professions perpetuate these roles, and how we can change them. Materials to be studied include research on women, the mass media, some films, and ourselves.

SURVIVAL SKILLS WORKSHOP
A workshop for students to learn skills which were neglected due to sex-role socialization. These would include self-defense, auto mechanics, "industrial arts" (repair, wiring, woodwork), "domestic arts" (cooking, cleaning, sewing), etc.

Topics in Women in the Arts

WOMEN IN LITERATURE
This course is designed to examine the role of women as they are portrayed in novels and poetry. The emphasis will be placed on the self-image and struggle for identity by modern women. This semester we will focus on 20th century writers such as Sylvia Plath, Virginia Woolf, Anais Nin, Doris Lessing, Jean Genet, George Eliot, Leo Tolstoy, Gustav Flaubert, Albertine Sarrazin and others.

WOMEN IN FILM: OR FEMINISM IN THE BALCONY OR WHAT TO DO WHEN A MAN OLD ENOUGH TO BE YOUR FATHER SITS DOWN NEXT TO YOU DURING THE CARTOONS AND STARTS BREATHING HEAVILY.....
Seeing films (at school and in the real world) and talking about them (at school, in restaurants, at each other's homes). Some films are: Anna Karenina, The Pumpkin Eater, Salt of the Earth, The Killing of Sister George, Boys in the Band, Persona, Two Women, La Strada, Nights of Cabiria.

Independent Study
Students also have the opportunity to receive credits for work and projects outside of the classroom.

Dialogue on Development and Governance of Female Studies
A forum for ongoing critique of, and open exchange of ideas about, our program. Students and faculty actively involved in the program would participate to discuss and develop educational and administrative policy, curricula, program evaluation, and general direction.

SACRAMENTO STATE COLLEGE
SACRAMENTO, CALIFORNIA 95819

WOMEN'S STUDIES PROGRAM
KAREN KENNEDY, for the
WOMEN'S STUDENT BOARD

Sacramento State has had women's courses since spring '70--2 then. Fall '70--3; spring '71--6; fall '71--11. Enrollment, beginning in fall '70, has been about 300 students each semester. The trend has been to offer more courses, less general and more specific in title and content, and smaller classes. An apparent need arose in spring '70 as to coordination, more specifically, what is the area of Women's Studies all about? who shall define it for what purposes? who can teach Women's Studies? how should the administration be dealt with, etc: Many, if not most, of these questions are ones also confronting ethnic studies programs.

From the beginning the independent Sacramento women's movement (on and off campus women, mostly on, non-Ph.D.) has had an influential part in the development of women's courses. Three such women obtained Teaching Assistantships in the spring '71. Thus, from the beginning there was a blend of "professional" and "movement" women sporadically meeting and discussing the development of Women's Studies. Of course, neither category is exclusive; we had/have a good working relationship. We have as a lesson model before us that of San Diego State College W. S., as well as other contacts in W. S. along the West Coast.

Thus forewarned of pitfalls before us, we went to battle, almost literally, for maintenance of our 3 part-time teaching positions, the T.A.'s for fall '71.Without those, our W. S. courses would be minus movement ties. The vehicle used to construct a Women's Studies program-group was the Women's Caucus, a group of staff-student-faculty women meeting since mid-spring. Once a week 20-30 women met--truly a phenomenon on our campus. We agreed to elect a Women's Studies Board and to make sure every woman knew of the election in order to avoid any questions of elitist secrecy which might arise in the future. The election day brought a discussion of board structure, number of members and their qualifications, functions and relationship to W. S. instructors, courses, and the administration. A Board of 7 members was agreed upon: one staff (secretary), one faculty, and five students. The Board will serve until early October when their work will be reviewed and a vote taken as to whether they should continue. Thereafter, a Board shall serve for one year.

The Board has informed different parts of the administration of its existence, that it is the organ through which W. S. speaks and operates. We will continue to discuss campus status we seek after the current academic year. Shall we push ourselves as a major/minor, leading-to-the-B.A.? Or should we encourage students to take our courses, major in something else, and take their new knowledge and insight back to their sexist fields of psychology, art, sociology, etc.? Shall we be content to remain decentralized--teaching women's courses out of different departments and using "their" faculty women to do so--; or centralize--having some, if not all, courses taught within a separate department of Women's Studies? The latter course conjures up more institutionalized bureaucratic entrenchment, less ties with Women's Liberation as a movement. Another question is that of Directorship. We don't want one woman singled out as our "leader," decision maker, etc. The Board makes decisions cooperatively and collectively. And no sister is then ever alone in dealing with the administration, coopted by fear of being put "on the red carpet," so to speak. Power is <u>always</u> on the side of the administration in those one to one relationships.

Funding could be a problem in the future. We have received "seed" money for our office for one year, from our student government. We have obtained new space for the fall, no small task on a cramped campus.

Probably the most important task of the W. S. Board so far has been the development of a policy statement on Women's Studies. We got the idea for this from the Women's Institute, Portland State University. Here is what most of the instructors in women's courses minimally agree to:

> Women's Studies was set up to provide us with tools to analyze the source of our oppression and to lead us to action that will end that oppression.
>
> We will seek to rectify the distorted view of our past.
>
> We will struggle to overcome the race and class biases which have divided women in the past.
>
> All women are oppressed as a caste group.
>
> Oppression of women varies with race, class and country.
>
> Although men suffer in a sexist society, men as a class oppress women. All men do not oppress women but all women are oppressed by men.
>
> We do not consider lecture/exam/research paper orientation as a valid approach to a women's studies class. We are fighting academics vs. consciousness.
>
> Sisterhood is the second revolution. It has culminated itself on this campus in the form of a women's studies program. With a collective board of one faculty, one staff and five students, a variety of classes will be offered this fall in an organic movement to reach women. Now merely a fistful of women it is hoped it will become quite a revolution indeed.

Each instructor of a women's course is sent a copy of the statement and then interviewed by the Board to determine the course's acceptance as part of W. S. She is asked questions about her position on women's liberation, how she structures her class as to allow maximal student self-direction, what she thinks W. S. is or should be, how she plans to teach the course, etc. These are friendly meetings; practically everyone knows everyone teaching a course as we've been working together for a semester. The instructor can also get feedback on her ideas for her course.

It seems to many of us who have been working on the creation of W. S. at SSC that such a program, expanded to include skill courses, is but one of the logically evolutionary directions the women's liberation movement shall be making in the next few years. And we hope it can be linked with similar happenings in the non-campus community.

WOMEN AND POLITICS IN CONTEMPORARY AMERICA — Betty Moulds

This course will be an examination and evaluation of several approaches to women's equality in America today. Among those approached to be considered will be: short-term community action projects such as child care improvement, birth control program improvement, attacks on discrimination in the professions etc.; electoral politics--the use of women as candidates and public officials and the use of women's organizations as agents of pressure; consciousness raising--the attempt to radicalize women as individuals and to create a collective spirit with revolutionary potential.

The method of the course will be two-fold. Readings and discussion pertaining to the above topics will begin the course and set out the areas desired for further inquiry. Then, students will be asked to design and carry out community studies in the Sacramento area of some aspect of the women's movement. Paricular attention will be paid to the scope of attempted goals and political tendencies utilized by those being studied.

ECONOMICS OF SEX ROLES (SOCIOLOGY) Karen Kennedy, Louise Kantor

To what degree does a country's economic system control the sex role options available to its people, especially women? And what is the connection, if any, between a country's economic structure and its socialization mechanisms, i.e., the family? How have specific countries created different economies, family structures, and sex role socialization patterns than those of the U.S.?

In addition we'll give focus to the class by having guest speakers discuss what several scholarly fields have had to say about female sex roles (anthropology, biology, psychology, history, sociology). Then we shall use U.S. as a case in point: what is its economic system; how are familial relations structured; what are the sex role options available; what influence does the counter-culture provide regarding new life/familial styles, especially for women and children? The course will conclude with a comparative look at an older socialist country, perhaps Scandinavian, and post-revolutionary China. To answer the final question, is socialism the answer to a feminist revolution, we hope to have a panel of radical feminists and socialist organizers speak.

Summer, 1971

SAN DIEGO STATE COLLEGE
SAN DIEGO, CALIFORNIA 92115

WOMEN'S STUDIES PROGRAM
NANCY HOLLANDER

Last fall (1969) when San Diego State College Women's Liberation and its Committee for Women's Studies first started investigating the possibilities of establishing a Women's Studies Program at San Diego State College, over 600 Students signed petitions indicating their support of a Women's Studies Program and their interest in taking courses offered under such a program. By the Spring of 1970 an informal Women's Studies Program was established consisting of five courses with contents changed to emphasize the role, status, identity, and potential of women, and forms altered to permit student-initiated learning. All classes had full enrollment even though two of the courses were not listed in the Class Schedule and had to depend on a brochure to publicize their existence.

Through the continued efforts of the Committee for Women's Studies and Women's Liberation, a formal proposal for a Women's Studies Program at San Diego State College in the Fall of 1970 was guided through committee channels and received final approval by the Faculty Senate on May 22, 1970. During this process the Program was allocated a one-year position for a "Distinguished Visiting Professor" and 1.5 instructional positions pending curricular approval. Requests for supplementary allocations to meet the original request of 5.5 instructional positions would be made after final approval was received by the Senate. As of this date no additional allocations have been secured.

The Women's Studies Program will provide an educational environment in which students have the freedom and space to initiate their own learning and confront those issues and problems that have meaning and relevance for their lives. The Women's Studies Program will be a program of upper division electives offered within the College of Arts and Letters and directly responsible to the Dean and Committees of the College of Arts and Letters. A Faculty Advisory Committee, composed of tenured faculty from existing departments at San Diego State College will serve for administrative purposes as the senior faculty of the Women's Studies Program, and will make recommendations to the College of Arts and Letters concerning recruitment, retention, promotion, and tenure decisions for that Program.

Fall 1970

Note: For an account of the SDSC Program during the academic year 1970-71, see issues of The 2nd Revolution: Newsletter of the Women's Studies Program; also a leaflet called "Some Politics of Women's Studies," with lengthy articles by Barbara Kessel and Roberta Salper; and see Roberta Salper, "Women's Studies," in Ramparts, December 1971.

The Women's Studies Program at San Diego State College has enrolled 360 students for the fall 1971 semester. Women's Studies at SDSC has received nationwide recognition as the first autonomous academic program in the country offering a full complement of courses on the status of women. The Program consists of a series of classes which are aimed at raising women's consciousness about the socialization process through which women are tracked into prescribed and stereotyped roles. There is also an attempt to create new dynamics in the classroom by encouraging students to actively participate in class planning and discussion and to test principles brought out in the classroom through observation in the community; that is, in movies, on TV, in magazines, and places of work. At the same time, the program emphasizes

the substantive aspects of education. It is offering pioneering courses bringing together data on the sociology of women, the history of women, the psychology of women, and women in comparative economic systems.

The Women's Studies Program is directed by a board of women consisting of the faculty and staff of Women's Studies and ten student representatives elected by the women students in the Women's Studies classes. The board makes all decisions concerning publicity, finances, hiring of faculty and curriculum for the program. The student representatives ask the women on campus what they want from a Women's Studies Program. This is done by discussions with the women in the classes and also by the use of questionnaires.

A Faculty Advisory Board of five tenured faculty is chosen by the Women's Studies board, with the approval of the Dean of the College of Arts and Letters, and operates on behalf of the Women's Studies Program with the administration.

Students cannot take a major or minor in the program, though a minor in Women's Studies may be possible in the near future.

Classes are not closed to men. However, they are addressed to women, and only about ten percent of the enrollment is male. Small discussion groups that occur in the class are frequently sex-segregated.

In addition to the chairwoman, Nancy Hollander, from UCLA, this year's Women's Studies faculty includes one returning member, Barbara Kessel, and two new faculty, Judy Taylor, from St. Joseph's College in East Chicago, Indiana, and Elsie Adams, from Wisconsin State University.

September 1971

See New Guide for course listing. New courses received too late for inclusion in the Guide follow here:

Women's Studies 100 — Nancy Hollander
Women in Comparative Cultures. At the beginning of the semester the students will divide into small rap groups to informally discuss the materials prepared. These groups will meet together in class during the semester to discuss the assigned readings. A paper on women in India will be required; should students wish to work on other projects (individually or in groups) as an alternative, please see me before beginning the research. There will be a mid-term exam on November 23 which will cover all material til that date. There will be a brief take-home final toward the end of the semester.

Women's Studies 120 — Judy Taylor
Self-Actualization of Women. Readings: Laing, The Politics of Experience; Plath, Ariel; Morgan, ed., Sisterhood is Powerful; The Radical Therapist; additional reprints, essays, short stories. Self-actualization psychology, emphasizing individual uniqueness and the maximization of human potential; theories of human behavior as they are applied to women; development of women's self-concept in American society.

Women's Studies 180 — Nancy Hollander
Status of Women under Various Economic Systems. Readings: Liberation Now; The Second Sex; Burns, An Introduction to Marxism; Fanon, The Wretched of the Earth, Komarovsky, Blue-Collar Marriage; Lewis, Five Families; Marx, Engels, etc., The Woman Question. Historical and contemporary institutional factors influencing the social and political status of women under various economic systems; economic implications of alternatives.

SAN FRANCISCO STATE COLLEGE
SAN FRANCISCO, CALIF. 94132

FOCUS ON WOMEN
BEATRICE BAIN, CHAIRPERSON
ADVISORY BOARD ON WOMEN'S STUDIES

The Advisory Committee on Women's Studies--a flexible organization chaired currently by Mrs. Bain, Lecturer in Social Science, Interdisciplinary Social Sciences--now consists of over a dozen people offering courses with a focus on women, either experimental or as a part of their own department's regular offering. The committee sees its role as a coordinator of courses with concern for women's studies; as an expeditor for those wishing to develop such courses within other relevant disciplines, and as an information center to expand knowledge of women's activities. The program also functions as an instigator of research in problems related to women and as a center for developing and focussing women's interests and activities both at San Francisco State and over the Bay Area.

The project arose from two stimuli: 1) a desire for communication among those instructors offering courses on women, 2) an administrative need to refer a growing group of inquiries about courses on women to some entity on the campus.

A Social Science (Interdisciplinary) major with a "focus on women" theme has been developed for students who wish it. Members of the Advisory Committee are available for consultation. This undergraduate major provides an opportunity for students to construct an individually designed program which crosses disciplinary boundaries in the social and behavioral sciences. In consultation with an advisor, each student's program is designed around a theme. The 12 units of required courses (see Departmental Bulletin) are supplemented by at least 24 units of electives centered around such a theme, or coherent program. If such a theme were to be THE CHANGING ROLE OF WOMEN IN CONTEMPORARY SOCIETY or a similar special emphasis on women, these elective courses are suggested:

Social Sciences 130--Women as a Social Force
Anthropology 165.2--Anthropology in the Modern World: the Role of Woman
Psychology 133.1--Developmental Psychology
Sociology 161--Race and Ethnic Relations
Social Science 172--Power, Conformity and Dissent in America
Political Science 159--Community Field Work in Politics
La Raza Studies 150--La Raza Woman
History 175--Social History of the United States
Sociology 164--Problems of the American Family

Among the elective units no more than 9 units of courses with P/NR grading or 199 or 177 designation are normally accepted. Some courses which might be included in the theme in Spring, 1971 are:

Social Science 177.02--Woman: Her Search for Identity
Economics 177.02--Economic Issues of the '70's
Psychology 177.01--Aspects of Sexual Identity in Contemporary America

Other suggested electives that might be incorporated in the Woman Theme:

Sociology 181--Community Structure and Organization
History 170--American Biography
Social Science 170--Perspectives on American Culture
Economics 115--Economic Analysis for Non-Majors
Social Science 160--Individual and Society
Psychology 131--Behavior Problems of Children
Economics 110--Economic and Social History of the United States

Psychology 121--Individual Differences: Measurement...
Economics 130--Labor Economics
Black Studies 119--Soc. of Blackness or Black Studies 124--Black Demography

SELECTED COURSES (see New Guide for complete listing)

LA RAZA WOMAN — Maria Dominguez

A critical analysis of La Raza Culture from traditional to contemporary times, with emphasis on the female perspective. Examination of the male and female roles and the Cultural aspects which derive from both, for the acquisition of insight into the problems facing the total culture. Emphasis of the La Raza Woman and her position in La Raza Culture. The political socialization process will be one of the methods used to illustrate the dynamics of Cultural roles and institutions. The development of individuals' potential will be stressed. Focus on patterns for change in cultural marginality of a people caught between two cultures, and the struggle for the survival of the La Raza individuality.

FIELD WORK IN POLITICAL SCIENCE — Kay Lawson

Political Science 159, Field Work in Political Science, will be focussed next semester on student participation in local pressure politics. Students will be asked to form teams, adopt a political goal and join an organization in order to pursue that goal: seeking a particular action by an agency or representative of government. The change may be the passage or repeal of a law, the allocation of funds by an administrative agency, public support from an elected official for a group project, etc. The government agency or means to be employed can be any action within the law which might reasonably be expected to achieve the desired end. Students will work within the groups as teams, preparing and carrying out strategy plans, keeping journals of their activities, analyzing their degree of success, devising strategies for further pursuit of the same or related goals. Success in group action will not be a criterion for evaluation; persistence will be.

WOMEN AS A SOCIAL FORCE (Social Science) — Beatrice Bain

"Men live for themselves; women for others." Myth or reality. Is there a special interaction between women and movements for social reform? or are women in groups basically resistant to change and thus act as a constraint on social flexibility? Have women's rights been strengthened in the process of combination with the struggle for other social reforms or will contemporary feminism -- discouraged with past failure and lack of identification -- revert to a generalized urge toward individual autonomy? Will the contemporary women's movement be diversionary or will it play a leadership role in social change? Is it fragmenting to direct attention to women's rights while seeking human rights or is it an emphasis which is necessary to realign society's directed view of womankind? What are the goals of this struggle? What are the prospects for social change or the possible advantages for society of the expansion of women's roles? Is equality a realistic goal? Can society reconcile the implementation of equal rights of women with the responsibilities attendant upon the female of the species?

LANGUAGE AND EXPERIENCE: RHETORIC PROPAGANDA AND LITERATURE (English) — Maria von Bolschwing

This course will examine literature and social change: do literature and art bring about revolution? Is so, which is more effective, works of 'literary' value or the immediacy (and often propaganda) of newspapers, posters, broadsides? Also to be discussed will be the relation of the individual conscience to the collective: are personal solutions possible?

Spring 1971

TOWSON STATE COLLEGE
TOWSON, MARYLAND 21204

WOMEN'S STUDIES
CODIRECTORS: SARA COULTER
AND ELAINE HEDGES (English)

Faculty in five areas of the Humanities (Art, English, History, Modern Languages, and Philosophy), together with faculty in Psychology and Sociology, would create a set of ten to twelve courses, some departmental, some interdisciplinary. We have the enthusiastic support of staff in the above departments for developing courses within their departments and for exploring interdisciplinary possibilities. In the latter area we envision courses that would combine art and literature; philosophy and history; sociology, psychology, and literature; and comparative studies of American, British, and European literature, among others.

Given Towson's philosophical commitment to a program of higher education that is open, flexible, and exploratory, and given the nature of the student body and the community it serves, we believe that we might in time become a center for Women's Studies in the Baltimore-Washington area.

1) During the past year Towson has been engaged in intensive reexamination of its curriculum and its nature as a college. As a result, two new majors have been introduced, in General Studies and in Liberal Arts and Science, whereby the individual student can create his or her program regardless of departmental lines. Opportunities have been or are being created, based largely on existing courses, for concentration in such areas as Black Studies, Urban Studies, and American Studies. Clearly, a program in Women's Studies should be added to this list.
2) Also during the past year the college has committed itself to exploring and instituting ways in which older women, usually married women, can embark upon higher education or complete previously interrupted work for a degree. They have established a Directed Independent Study Program as part of this effort. A program in Women's Studies is especially relevant in this context.
3) Our student body is 62% women, 38% men. All of the scholarship and research done in the past few years in the hitherto neglected area of women's studies indicates both the lack of attention paid to women by traditional academic disciplines, and the imperative need to have students explore traditional sexual stereotypes. The Towson student body is largely lower-middle class, where the stereotypes are especially firmly held, and a large proportion of our students are training to be teachers in the public schools, where their attitudes and assumptions will influence the next generation.
4) Our college is committed to serving the community. We would anticipate making our offerings in women's studies available in as many ways as possible, such as public lectures and evening courses.
5) No other college or university in the Baltimore-Washington area gives evidence of embarking on a program in women's studies although several offer a few courses.

Current Courses:
Biographical Studies in History: American Women, Prof. Rivers (Fall 1971)
The Idea of Woman in the Works of Philosophers, Jo Ann Fuchs (Spring 1972)
Proposed Courses:
1. The Image of Woman in Art and Literature (interdisciplinary course) (Emphasis on contemporary works); 2) The Image of Woman in Art (historical survey); 3) The History of Feminism in the United States; 4) The Educated French Woman as Mirrored in Literature (study of changing ideals and patterns from Moliere to S. de Beauvoir); 5) Women Writers in the Major European Languages: French, Spanish, Italian, German, Russian; 6) Sociology and Women; 7) Psychology and Women; 8) Image of Women in 19th and 20th Century American Literature.

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98105

WOMEN'S STUDIES PROGRAM
COMMITTEE ON WOMEN'S STUDIES

The ad hoc Committee on Women's Studies was charged with the investigation of the possibility of creating a course of study called Women's Studies. Our first, most difficult task was to define what Women's Studies is and to learn in what ways the University has means of pursuing such a course of study. Briefly, Women's Studies is an interdisciplinary academic study of the quality and shape of reality that women experience. In common with other interdisciplinary programs, Women's Studies would begin with an "untraditional" focus (sex differentiation) and then draw on disciplines in the humanities (e.g. English and History), the social sciences (e.g. Sociology and Psychology), and the professions (e.g. Communications and Education). We assume that if the experience of women is made the object of study, the expertise of the University will allow new questions to be asked, new answers to be found, and human potential to be expressed more fully. The Committee feels that the intellectual, professional, social, and psychic roles demanded of women are coherent, significant realities touching the lives of all of us and that therefore the University has a proper duty to explore the origins, effects, and implications of those roles. We feel that the program would be "new" only in its focus: the methodology and academic rationale have been a part of the University's life for many years.

Recommendation.

1. Establishment of a Women's Studies Major, Organized Within the Framework of the Department of General and Interdisciplinary Studies.

The ad hoc Committee on Women's Studies proposes a program leading to a Bachelor of Arts degree under the auspices of the Division of General and Interdisciplinary Studies. The degree program should meet the general College of Arts and Sciences requirements for the B.A. degree. It should also require the fulfillment of one core course in Women's Studies, presenting an overall view of the field; 35 credits in a single department offering courses relevant to Women's Studies; and at least four upper-division Women's Studies courses designated on a curriculum list for all majors. All students should be required to write a senior thesis on some aspect of Women's Studies with the guidance of a faculty advisor.

The Committee recommends that existing courses in Women's Studies be continued. It would be desirable that these courses be incorporated, in due course, into the framework of regular departmental offerings.

Briefly, the reasoning on which this recommendation is based is the following: the area of Women's Studies has emerged recently and with impressive rapidity as a focal point for academic inquiry into individual life and social organization. The establishment of a major program would strengthen opportunities for initiating research in the field, and present a readily identified center for devlopment of innovative course offerings, and for student commitment to this area of study.

2. Administration of Program

Interdisciplinary Committee: We propose that the program be administered by a committee of interested faculty members, graduate students, and undergraduate students (majors in the field of Women's Studies). We believe that persons in a wide variety of fields would be interested in the program. However, the committee's work in building a strong academic major would be facilitated if representatives of fields which are closely allied to Women's Studies were explicitly included in this body. The Com-

mittee would have jurisdiction over the requirements set for the major -- total credits, number and kinds of required courses -- and would determine what courses would be applicable to the Women's Studies major.

Director: The person chairing the committee would be designated director of the program. He/She would handle all administrative matters and would be the Women's Studies advisor. We propose that this person be a regular faculty member (probably one who teaches a course connected with the program) who maintains a part-time affiliation with his/her department. The College of Arts and Sciences would pay the salary for that portion of time allocated to the Women's Studies Program.

Suggested Fields of Concentration: The following list of fields potentially suitable for academic concentration was prepared on the basis of experience of members of the present ad hoc Committee. Starred fields appear to offer special advantages for concentration. We must emphasize, however, that the suitability of a particular academic field is dependent not only on its theoretical aspects, but also on the approach and content of actual courses, and the interests of individual faculty members. One of the important functions of the interdisciplinary committee which we propose to administer the Women's Studies program would be survey of departmental offerings, identification of potentially appropriate courses which might be added to the roster of regular offerings, and the continued fostering of interest in the area of Women's Studies.

African Studies, American Studies, Anthropology*, Art*, Asian Languages and Literature, Classics, Communication*, Comparative Literature*, Drama, Economics*, English*, Far Eastern and Russian Institute, Germanic Languages and Literature*, History*, Latin American Studies, Linguistics, Music, Near Eastern Languages and Literature, Philosophy, Political Science*, Psychology*, Romance Languages and Literature*, Russian and Near Eastern Studies, Scandinavian Languages and Literature*, Sociology*, Social Welfare, Speech.

Questions and Problem Areas

During the course of its discussions, the Committee identified certain questions and problem areas related to the establishment of a major program in Women's Studies. These are listed below, with comments summarizing Committee opinion.

1. There are difficulties inherent in the definition of the area of Women's Studies. Certain individuals may question whether Women's Studies can serve as an appropriate basis for a sound academic major because it is a relative newcomer in the academic world. We believe that an orientation of study centered on Women's Studies is valid, in just such a manner as orientation around newly accepted areas such as geographical or political groupings, or racial differentiation. Within the framework of the proposed major, students would concentrate in a relevant established academic field, such as History, Political Science, or Sociology.

2. Would a major in Women's Studies offer a sound basis for the major student's later development, in and out of academic life? A student who majored in Women's Studies might continue in graduate school in disciplines which had formed the nucleus of undergraduate concentration. Alternatively, the student proceeding into a non-academic career should take from the undergraduate major a sense of scholarly commitment and human understanding quite as useful, in its own way, as that resulting from any other undergraduate major.

3. Problems may arise related to competition between the proposed Women's Studies program and other new programs such as Black Studies or the newly established area programs. Such competition is indeed a hazard, from a financial standpoint, and wisdom and justice must be exercised by University administrators in order to insure that emergent programs do not suffer from mutual conflict. Yet this problem would be transitory in character, existing only while such programs are at the early stages of development

recognized as innovative, during which they need special support from University and external resources. Competition should cease once the programs are established.

Further Considerations

We extended our discussion to consider the longer-range implications of development of a major program in Women's Studies. We discussed such questions as these: Is the field of Women's Studies, as such, a discipline of potentially permanent role in the University? In what ways can the University increase its effectiveness in fostering the intellectual and ethical development of the individual?

Undoubtedly, the present era represents a time of crisis. Academic fields are undergoing revision and redefinition, and conventional course structures are being scrutinized to see how fully they meet the real educational needs of today's students. Definition of the academic area of Women's Studies is a response to urgent societal problems, but once women's roles have been defined with more concern for equity and adequate expression of individual promise, it is possible that Women's Studies will merge with other fields concerned with definitions of human characteristics, capabilities, and potential. In the meantime, establishment of an academic major and a stable advisory program would insure continuing commitment on the part of the University to the intellectual needs of women in particular.

Although the direct charge of this ad hoc Committee is to make recommendations concerning an academic program in Women's Studies in the College of Arts and Sciences, it is impossible to isolate this area, even on theoretical grounds, from other aspects of the position of women in this University. Major progress must be made towards establishing more equitable conditions at every level -- student, faculty, and staff -- and the work of concerned individuals and groups should be recognized as directly supportive of positive developments in the academic area. Further, the members of this Committee are concerned about the special problems of women who have been out of the classroom for long periods of time and are in need of a visible point of re-entry to the University. These individuals are likely to require assistance in determining their area of study, such as that offered by programs of the University's Division of Continuing Education. The Committee commends the University for its development of innovative programs for returning women students; and urges expansion of the opportunities for flexible, intermittent enrollment for all students.

Courses (Those starred * are listed in the New Guide)

FALL
GIS 255 Introduction to Women's Studies (Mary Aickin)

WINTER
Linguistics: Language of Sexism (Sharon Katz)
Comparative Literature: Women Poets of the Renaissance (Frank Warnke)
German: German Women Authors (Diana Behler)
*Political Science: Patriarchal Politics (Lynn Iglitzen)
GIS 320--PROPOSED (Sociology): Sociology of Sex Differentiation (Lynn Hansen)
*GIS 320--(History): Women's Rights and Feminism (Mary Aickin)
*GIS 381--(English): Women in Literature (Patricia Onion, Carolyn Platt; approved by
Psychology: Mental Illness & Commitment: Focus on Women (Ace Davis) Professor Stevik)

SPRING
Romance Languages: Women in French Literature
GIS (Economics): Economics of Sex and Race Discrimination (Helen Sommers)
Art: Women and the Visual Arts (Kingsbury)

October 1971

FEMALE STUDIES III

Prepared for the

Commission on the Status of Women

of the Modern Language Association

Editors: Florence Howe
and
Carol Ahlum

December 1971

KNOW, INC.
P.O. Box 10197
Pittsburgh, Pa. 15232